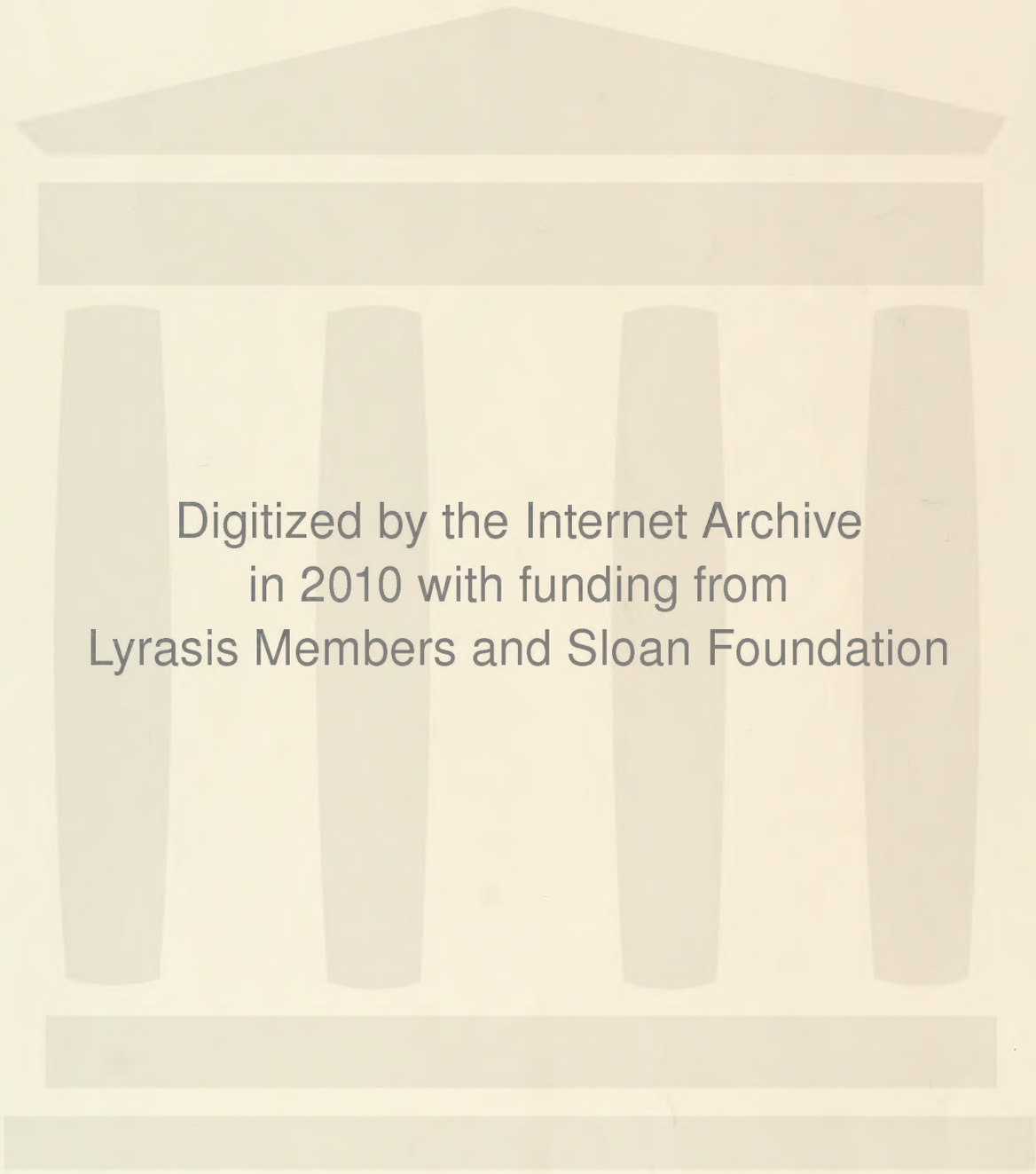
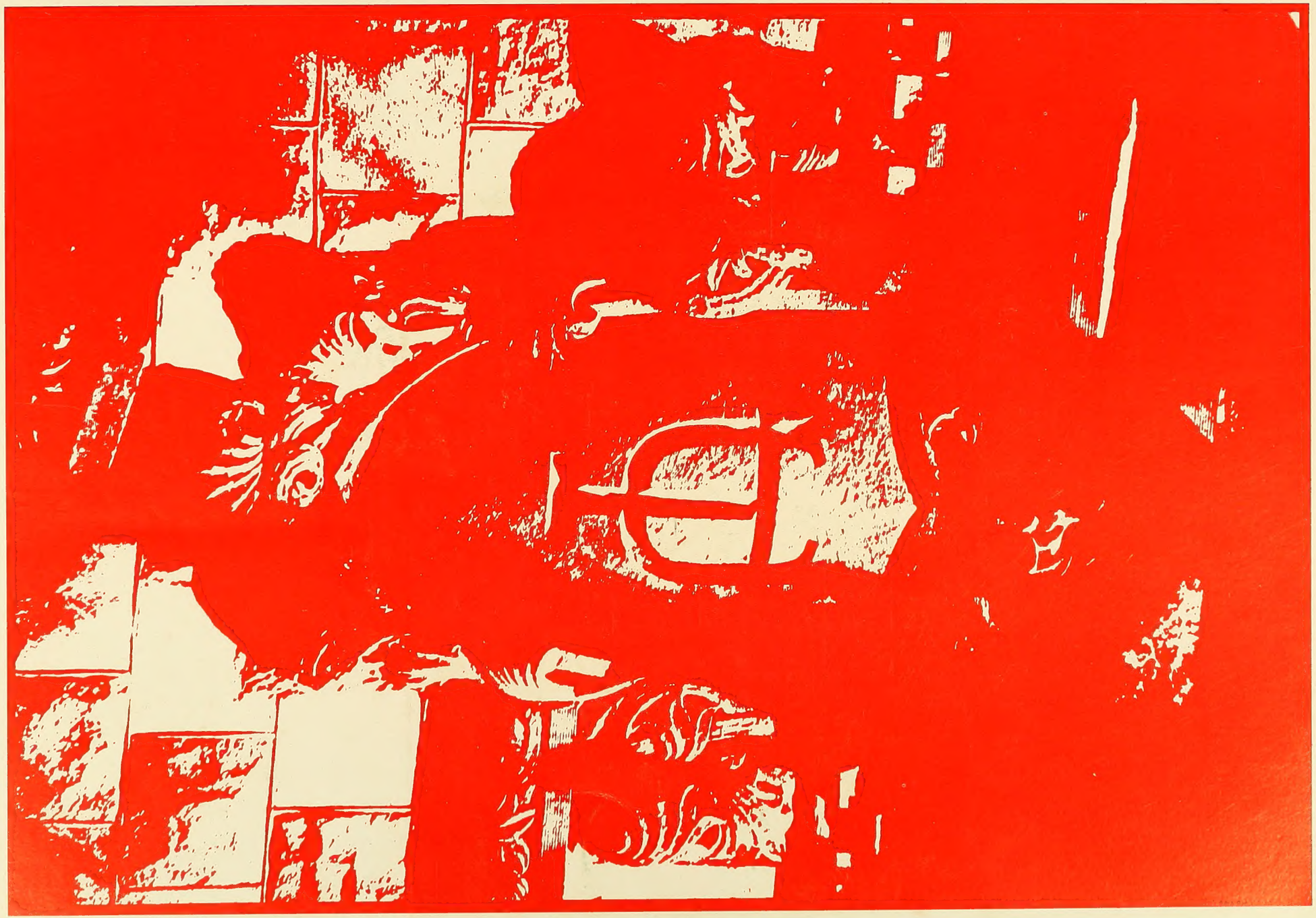




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1971

TULANE

NEW ORLEANS

VOLUME 76

JAMBALAYA

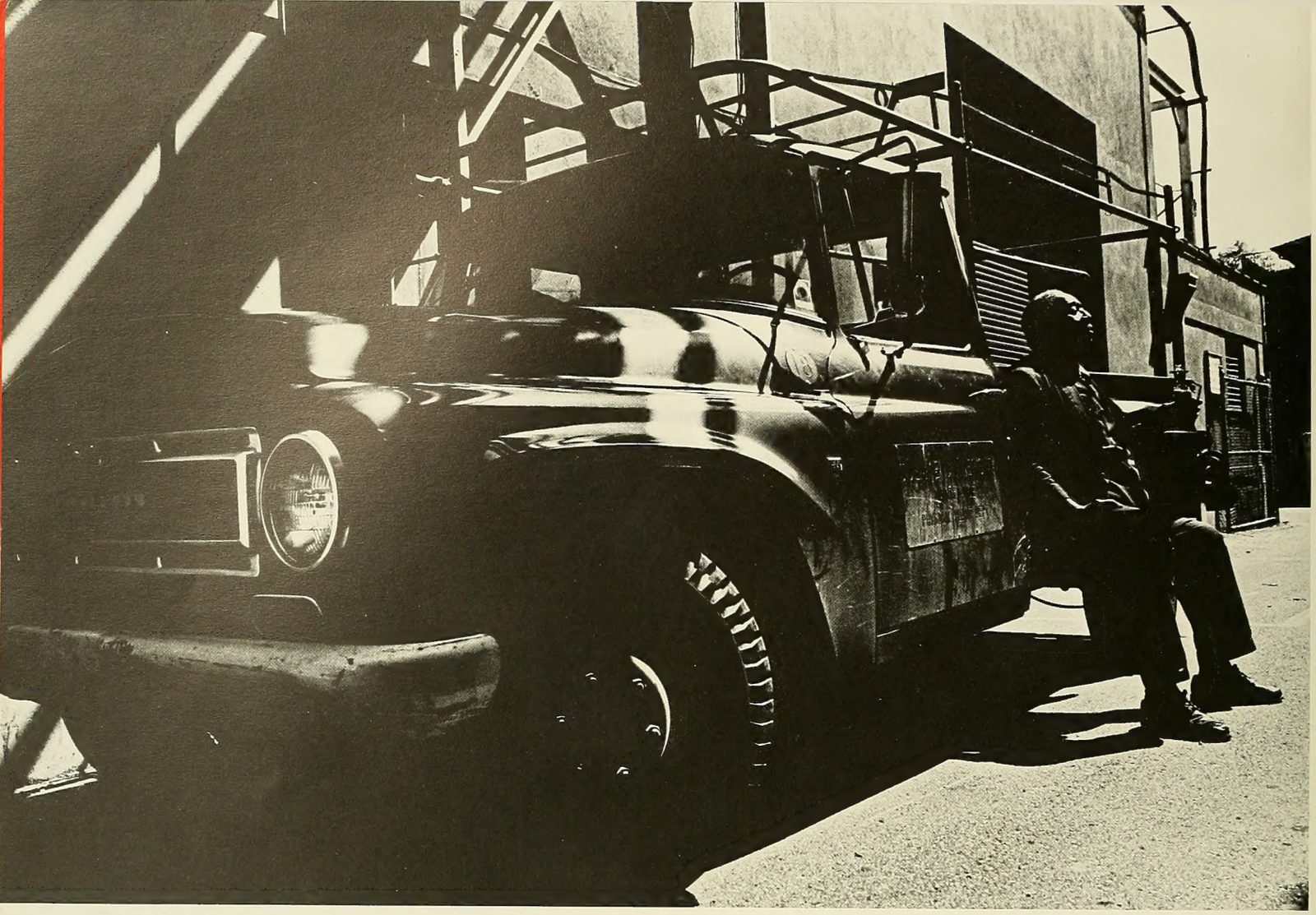
UNIVERSITY

LOUISIANA

BOOK 1


XIE





The automobile license plates label the state as the "sportsman's paradise," but common sense and or a few months' observation would lead one to think of Louisiana as a paradise for the sociologist or the photographer. By living in New Orleans for any length of time, one can easily detect the contrasts along the major arteriel streets, absorb the facial expressions, the structural facades, both wooden and crystaline, that frame those same faces, and realize that the stratification in the parish is nearly complete.

But where does that put Tulane University and its students? Perhaps we too are part of the New Orleans syndrone. On a day to day basis, it is fairly easy to overlook the problems of this area by staying near the uptown campus during the day, or by selecting Claiborne or St. Charles over Freret when using public or private transportation to travel to the Vieux Carre or the central business district. In our own way, we have created our own form of paradise, our own little



utopia on our precious tract of land in the "university section." What better place is there to forget about national or global problems, or the slum conditions that are just a few blocks away on Freret Street?

In our own sphere of influence, that is, in New Orleans, and at Tulane, each of us have to make a choice. As individuals, or in groups, we can be content to educate ourselves, or we can try to educate and interact with the community and the University for the betterment of both parties. Relaxing on the U.C. squad may have its benefits, but there *are* better things to be done.

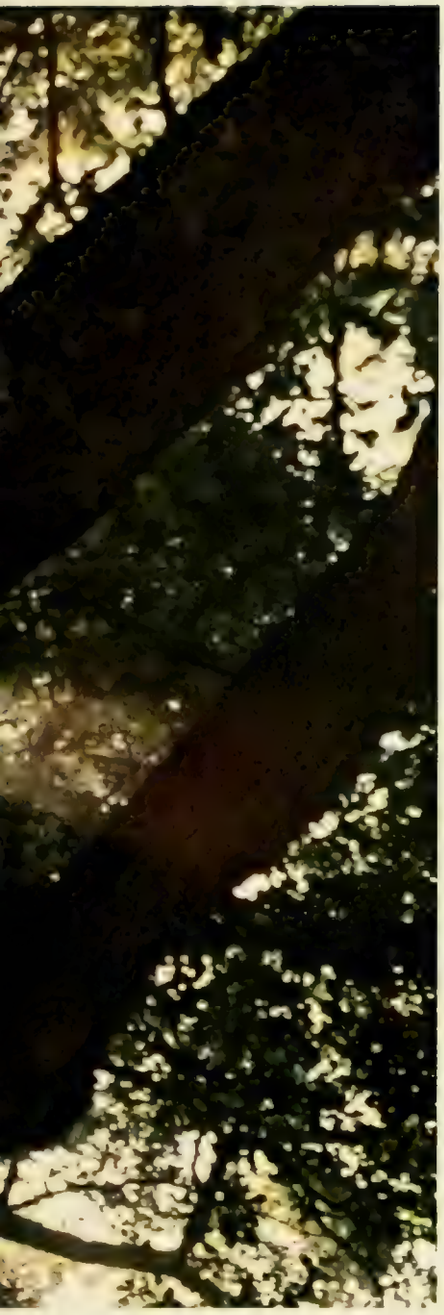
As for the "sportsman's paradise," and the utopian life style—try Biloxi.

Matt Anderson
Editor,
Jambalaya 1971



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sow the seed

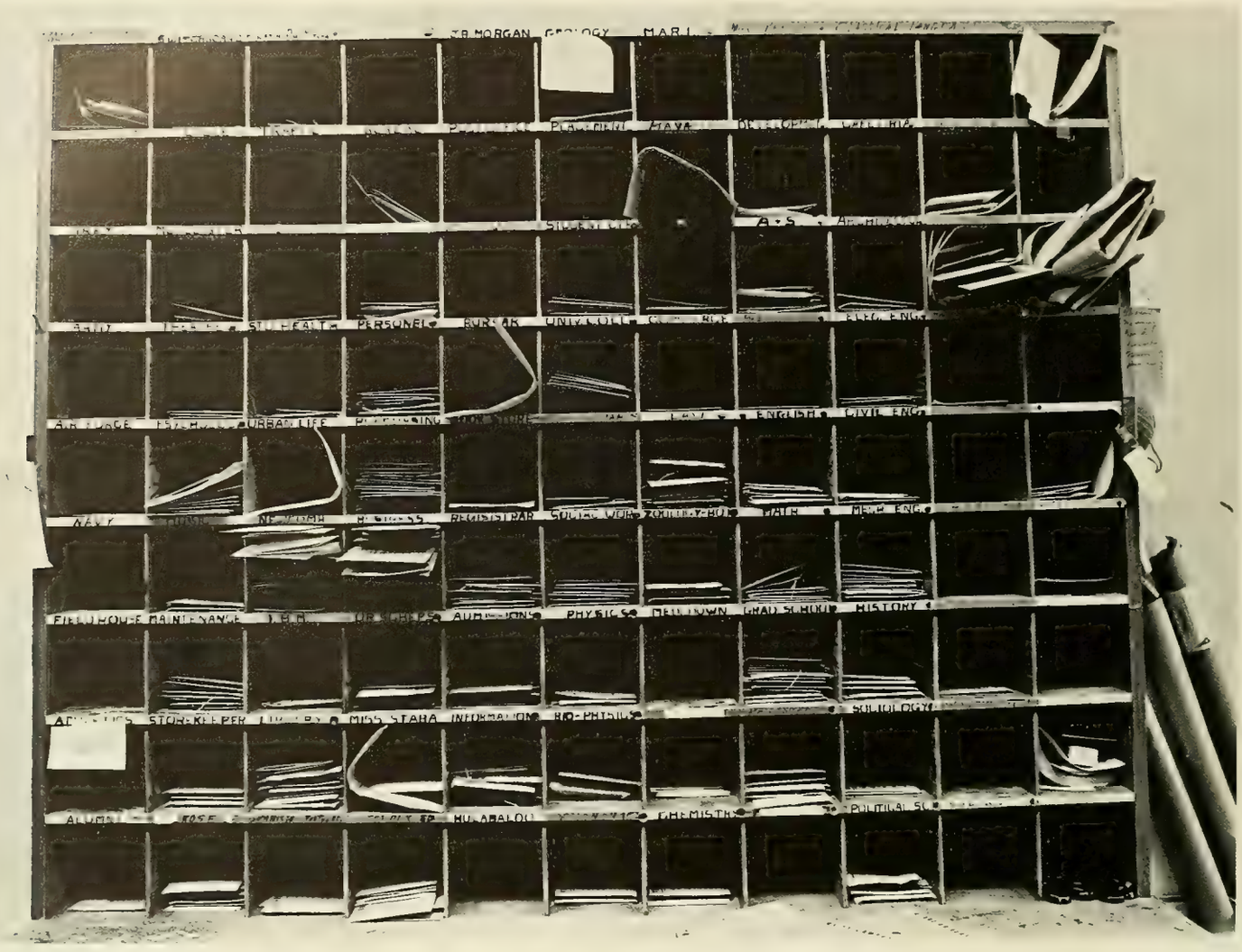
The growth of the consciousness within the university is like a tree. Tulane has matured a great deal in the last few years. Some of this growth has been painful. Students and faculty felt the chill of a new season, and were blown from the branches of the University. Some felt that the school had lost its sap, and others viewed the tree as bare. A few leaves fell to the earth to produce fodder for the winter season and to replenish the tree.

Underground, the students and the faculty organically broke down to feed the tree, while other forces from without felt the best way to improve the University would be to bulldoze it into shape. The science complex sprung up after a tree had been bulldozed, so that ideas could blossom from the building. That tree had flourished on campus due to the special soil and climatic environment, and because a doctor had taken care to plant a special seed. This seed was one of two that had been sent by a colleague with the hope that the species, which was near extinction, would survive. Only six seeds were known to exist, and two were sent to Tulane. One of the seeds grew next to the old history department, but both gave way to a scientific computer card.

That tree was one of the casualties on the great wheel of life. But its brother grows tall between Richardson Memorial and Dinwiddie Hall. And in that tree, about three quarters of the way up, one could see on the vernal equinox, nestled among the branches, a basket of twigs.

And so it is in the arms of the University that we build our consciousness in which we will nestle our off-spring until they are strong enough to fly away on their own.

—r. collins vallee
march 1971



buck passing 101

by tom ireland

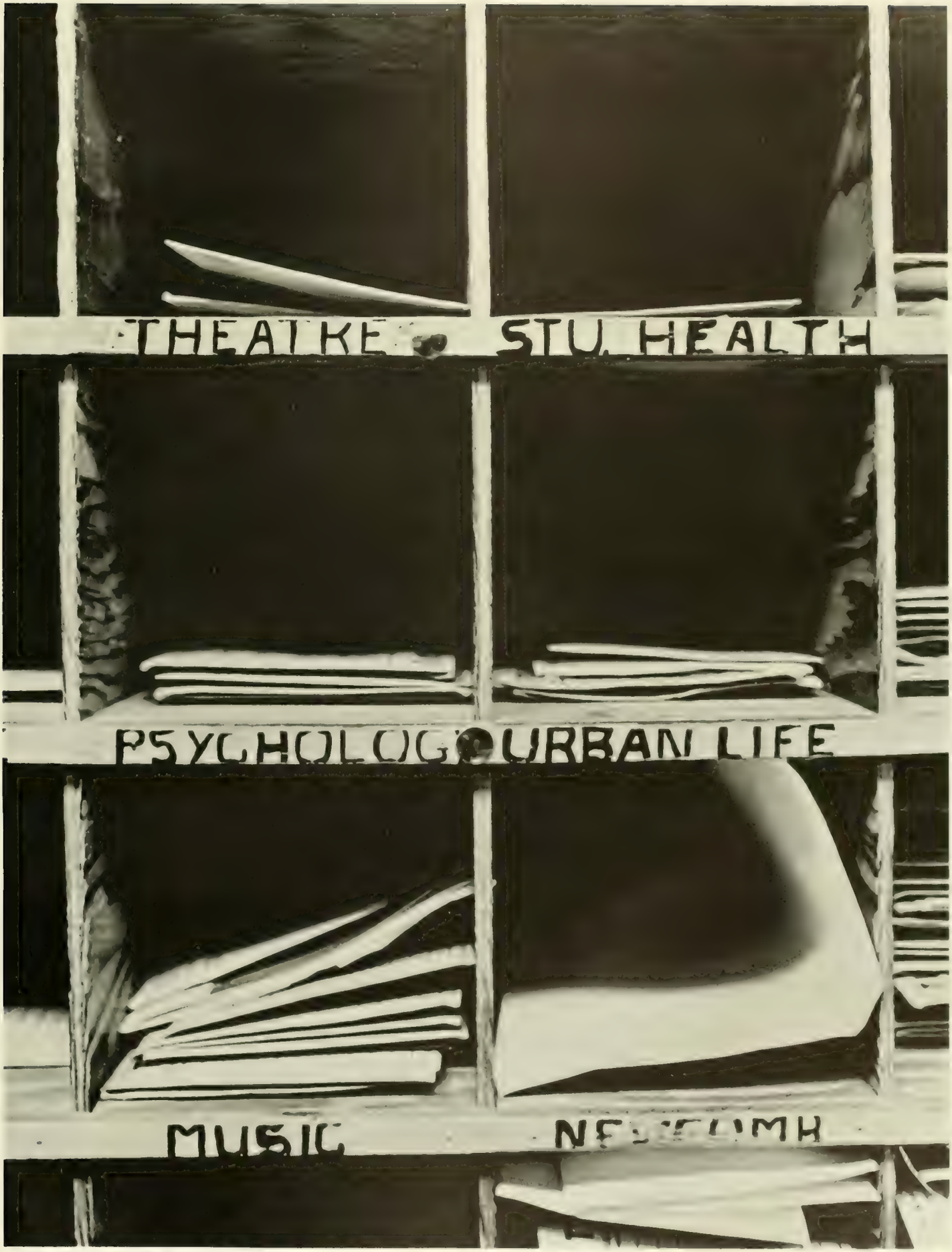
Whenever there is a spark of originality
Whenever there is a gleam of hope,
As long as there is life,
Wherever there is the spirit of living,
In whatever possible form,
It must be crushed by committees.

—Paul Schulman (A & S '69)

This University is dedicated to the proposition that all problems can be "dealt with" by committee. Besides increasing the frustration of people who try to do things on this campus, this type of committee system has two other important drawbacks. An idea is frequently aged and distorted beyond usefulness or recognition through the committee process. A good idea, even if it were to come out of the committee intact, is generally so old that it no longer carries the piquancy and relevancy it once had.

Also, an idea, once approved by a committee, becomes an institution—it can only be changed or modified by repeating the same process of committee consideration. Minor repairs require just as much effort as a total overhaul.

By mid-fall of 1969, there seemed to be no solution to the problem. Then, during the T.L.F. uprising of the following spring, it became painfully apparent to everyone that something had to be done to speed up the decision-making process.


THEATRE
STU. HEALTH
PSYCHOLOGY
URBAN LIFE
MUSIC


ELEC. ENG.
ENGLISH
CIVIL ENG.

The University's Academic Council suggested a conference of all segments of the University Community to try to answer some of the critical questions the University faced; and somehow, the 1970 Summer Conference got off the ground. For three days, students, faculty, administrators, alumni, and others sat opposite each other and "talked" (or shouted, or argued, or accused, or denied).

The members of the Board of Administrators claimed that they were only businessmen and, consequently, amateurs at handling academic affairs. They specialized in handling the University's money and had hired the president and all the other administrators to handle academic affairs, they said. The administrators feigned shock at the paralyzingly slow process of change in the University and said they only wanted to handle matters affecting the financial situation of the University.

An idea began to take root: lower-level administrators could make decisions and act on them without having to endure the stifling committee process. Students, faculty, and administrators began changing the decision-making process of the University so that the buck would stop with them. New constitutions and by-laws flourished. Changes began to occur in less than a year, less than a semester, sometimes even less than a month. Administrators were beginning to have a function besides trying to placate and further delay students already infuriated by frustration.

And now that administrators could actually DO things, another new idea began to take shape: it actually does some good to talk to people; something might actually get done even if no demonstrations take place. Students, faculty, and administrators began to talk to each other and things started getting done.

An outgrowth of the same ideas that created the Summer Conference also created the weekly University Forums. Originally, the Forums were designed to increase the amount of contact between the president and the student body. However, during the early Forums, the president almost invariably referred questions to one of the "lower-level" administrators in the audience in whose special province the question fell. The students soon caught on. By second semester this year, the Forums consisted largely of students grilling all of the administrators, alerting each of them to problems in his specific area.

Action-producing conversations are now taking place on a "lower-level" and things *are* getting done. The result? For the first time in many years at Tulane, a president of the student body has said that there *is* good communication between the students and the administration.




AAR
AAR

AAF




MAGAZINE ST.
ONE WAY





Antiques









Old, blind, and lonely for those summers whose slack now gathers as wrinkles in their skin, their apathetic fingers throb numb with the idleness of sixty false winters. The soft deadness in their eyes is sometimes mistaken for that darkness which falls as a shadow from the prophet's brow and they are called Immortal.

But the dust of grave's first layer, the mark of earth's own, clings snowlike to their old-rolled trousers and time-whitened heads, and waits like Fate upon their breasts making each breath more like those drawn through the lips of the dead.

The children roll like quarters down the nickel-coloured sidewalks. But here value lives not in simile, but in the novelty of the old wood and iron-stoppered bottles which the Immortals sell to buy false teeth and coffin nails.

—Farrell Hockemeier






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These are all castles,
each his own King.
Just as we of other lands
might call them
otherwise.

How many Lords can you here rise?

—Bill Clark


ANTIQUES



Dirty old storefronts,
So peacefully quiet inside.
A welcome rest
From the continuous traffic
and screaming children.

Dusty bottles and rotting furniture
Echo the age of the street.
Storekeepers' faces express
Their most frequent complaint:
"Business is slow."

It all seems so useless.
The irony, of course, Magazine Street
Is essential to New Orleans.

—Tom Lee





the rat of 9 tales
the tale of 9 rats





tales by
jim dalfares

illustrations by
rusty josephs

In recent years, Tulane has been most adept at attracting certain students who seemed to have formed definite campus cliques. It is not our desire here to inform the world of the characters Tulane seems to be currently plagued with; on the other hand, they cannot simply be ignored. We imagine that the preeminent success Tulane has had in this regard is a simple case of "build a better mousetrap and the world will beat a path to your door."

And you might catch a few mice while you're at it. For despite rumors about "rats deserting a sinking ship," it is known that several species of rats are currently still attending the University. No immediate cause for alarm, but we think we should perhaps pause now and reflect on who plagued the universities of Europe in 1349 with their mysterious "black death". (Sounds like the title of a Flash Gordon thriller, doesn't it?)

It is now, of course, *de rigueur* to attack such a classification of campus types. After all, isn't everyone now doing his own thing, and doesn't "doing your own thing" preclude doing it like everyone else? We think not, though we admit we might well be forced to defend our essay with all the fierceness and tenancity of a cornered rat.

The world-renowned scholar Arthur Koestler, in his book *The Ghost in the Machine*, attacks what he calls the philosophy of "ratomorphism". In previous times, man committed the error of anthropomorphism—or attributing to animals and objects human qualities. With the present emphasis of psychology and behavioralism however, Koestler feels that the opposite fallacy is coming to the foreground—ratomorphism, or attributing to humans only animal characteristics. Thus, Koestler deplores the fact that Pavlov counted the drops salivating from a dog's mouth, and from this, distilled a philosophy of mankind.

Certainly we would deny a desire to support a belief in such a Kafkaesque metamorphosis. In a true sense however, all Tulane students are caged rats in an experiment, and it is not by any means unpredictable that so many will turn out to be neurotic, to have behavior pattern fixations. They have perhaps been constantly conditioned to act so, having no more real freedom than a citizen in 1984. And Winston Smith in that novel perhaps realized, in his absolute horror of being placed in a cage full of rats, that he was no more free than they.

So, on we persevere in our attempt to depict several easily recognized campus species, knowing all the while how easily we might be proved guilty of not being completely serious in our endeavor. At the same time, we hope only that our voices are not as completely quiet and meaningless "as wind in dry grass or rats' feet over broken glass in our dry cellar".

the dorm-ouse

When awake, usually between 6 p.m. and 6 a.m., the Dorm-ouse feels safe within his womb, hiding in his room, encased within his tomb. College is to while away four or five or six years learning how to be a slob. Class is that rare ritual of diversionary activity—finding another place to rack out occasionally. Registration is to schedule your classes between one and three in the afternoon, and to see that you never have to walk up a flight of stairs or cross Freret Street. Luckily, Eddie's is just on this side of your self-set territorial limits.

In any case, you don't go outside at all if the temperature is below 60° or if it looks like rain. You just remain inside your room—your pride and joy, your warm mother, your lover, your wife. Your new lady friend lives in. She has ample knobs and she's colored. Her name is Zenith. When you're bored with Zenith, you go and console your friend General Electric, who really likes to open up. The General is full of the good things in life—like food. Or 500 hits. And last, but not least, is your bed, with whom you share your most intimate moments. She says you talk in your sleep but only use four-letter words.

If you can manage to stay in bed all day, you figure you've just about broken even with life.

Life is also an all-night bridge game.

You do emerge from your cocoon to fly high every Friday and Sunday night. No matter how bad, boring or bloody it might be—come rain, or sleet, or dark of night—you cannot miss seeing a free flick. As everyone knows, the show must go on. At least until you light up.

You've been in the same room for five years. Advisors come and advisors go, but you live on. Tacked to your door is a sign stating, "I am Who Am." People walk by silently and reverently. They respect you and occasionally come to you for advice. Especially at registration time. You know the secret love life of every professor on campus. You can get a freshman's car registered, a library fine erased. You know when the next bust will be. The Greenie cops call you by your first name, the ladies at Bruff give you an extra helping, and Herbie knows you well enough to grimance as he walks past you.

You are a lurker. If you are up during the day, there is nothing better to do than to go over to the U.C. and lurk for five or six hours. Your booth is the second from the jukebox, unless you retire to one of the tables to play bridge. You know Fast Freddie and Manny down in the pool hall; they reserve table five for you.

Basically though, you are a child of the night. You love dark corridors, gloomy skies, hard blues. Your favorite book is *Dracula*.

Other people on your corridor don't know your real name. They refer to you by silently shaking their heads. You do have a nickname the whole dorm knows though, pointing out your peculiar idiosyncracies. It might not be "Birdman" or "White Rabbit" or "The Alien", but it is recognizable enough.

10:30 p.m.: Pretzels and beer and "It Takes A Thief."


BETTY RAY CAN GO
PLEASE KNOCK
Schedule if anyone needs me
M T W Th F S S
2-3 - AC Snack bar
3-5 - 3rd stop at UC
5-6 - Pool table $
6-7 - Practice Butt
7-9 - Do not bother during TV hours
BERG
PEANUT BUTTER

the frat rat



Like the other rats, you—the frat rat—have your own distinctive costume, which you believe is a signal flag to members of the opposite sex that you are the type of man who reads "Playboy"—i.e., a real plastic swinger. From your fashion-collared pocket-stayed Gant shirts to your weejun boots, you are in the height of style.

Those of you frats who are rich, but don't want to be particularly ostentatious or engage in conspicuous consumption, own only a regular Cutlass instead of a 442. Even so, it is equipped with a vinyl roof, black vinyl interior, a stereo tape deck with a four-speaker system, and bucket seats—with the middle hump covered by a pillow so you and your date can, thus neutralizing one of the most effective means of birth control today. To create your own rhythm, you can also use your variable-speed windshield wiper.

Booze and boobs used to be your staple. On big outings, you were always ready with a bottle in the car as soon as your date got in. When fixing a date for one of your brothers, the greatest compliment you can pay a girl is, "Like, man, you'll really dig her; she can drink me under the table." For you know you have to pour drink after drink down the almost-insatiable Newcomb gullet before you can hope for some ACTION.

In the liberated Tulane of today though, grass has assumed all the mystique of a fifth of Scotch or Bourbon. Now when you pick up your date, you often just ask, "Hey, baby, ya' wanna turn on?" In one way or another though, you are still looking for your Southern Comfort.

You sucker pledges into joining the fraternity because they pay the dues. They are greeted by the Face—the rush chairman with the $100,000 smile. Funny how all you big brothers, who promised the freshmen to get them dates and to tutor them, now either ignore them completely once they are pledged, or go to them on a Friday before a football game with a "Hey, Sam, I bet you know a lot of freshman girls in your classes." Your brothers are your real pals until they get the paddle into their hand, with a sadistic gleam to their eye—then watch out! When drunk though, you form your collective womb, and hold hands, and sing, and stomp through the beer sludge while your dates look on. Cute, isn't it?

Your greatest possible pleasure is a football weekend. If you want to be true to your name as a frat rat, you must already be bombed at the pre-game cocktail party. The purpose of the football game itself is to get your date excited, to yell obscenities and to thereby parch your throat. And after the game there is the glorious dance, more appropriately called the ball.

You have Playboy nudes on all four walls and your bible is the Frosh which comes out every year just in time for you to call up prospects to inquire, "Say, do you look as neat as your picture? And would you like a date with a real live Frat Rat?"



minnie mouse

It is hard to characterize the thoroughly modern Minnie. You are rapidly changing your image from that of the villager-clad, weejun-shod, well-bred filly (sired by Who's Who out of Social Register). In accord with the changing trends of fashion, you, the Newcomb co-ed are now sporting faded blue jeans, tie dyed T-shirts (sans bra), and an occasional maxi-skirt; the midis never did quite make it on campus. The coiffure has remained basically unchanged; with the exception of an occasional shag, you still grow your mane long enough to be able to shake it in the breeze.

Socially our young lady finds herself in quite a quandry. The frat man just isn't moving swiftly enough to keep pace with her liberated attitudes. But that only leaves the REAL FREAKS! And everybody knows that in addition to being dirty, and smelly, and addicted, they are also victims of various unmentionable sexual diseases. This leaves you no alternative but to demean yourself on Friday and Saturday nights and to don your Dior originals and make the scene at the Top of the Mart (capitalism is really disgusting isn't it?). But after all, Mommy and Daddy didn't shell out $16,000 to have you graduate ringless.

Another traumatic problem which confronts the "new" Newcombite, is the old sorority hang-up. Like it or not girls, it is still part of the "status-quo". Thus even the girl who is trying desperately to become part of the "Now" generation must subject herself to pangs of Rush. Although the emphasis is not quite as heavy (girls no longer transfer to LSU for a semester to pledge Chi Omega there, and the suicide attempts when the Kappa rejection list comes out are not quite as prevalent), the bidding is still very important.

The sexual revolution is not quite the scene at Newcomb yet. Although it has been rumored that there has not been a virgin Newcomb grad since before the days of Sophie herself.

Nancy cannot quite bring herself to fornicate on the quad. Drugs? Well, everybody is smoking now. I mean even some of the straight people engage in illicit marijuana activities. But hard dope? Do you think I would do that to My bod? They can't prove that the pill is medically harmful you know.

Alas everybody knows that the Real world isn't very interested in what the "Now" generation is doing to change the Newcomb co-ed. After four years as a fashionable freak you will obviously have released all of your hostilities and surrender. You will take your place among the ranks of other "educated" housewives.

mighty mouse

Life is like a game of football. And football develops mature, responsible young men. That's why you need bed check and study hall.

But all work and no play makes Jock a dull boy. You have two main recreational activities—machine smashing and queer bashing. Bystanders might be appalled at first to see you singlehandedly reduce a sparkling new candy machine into a squeaking hulk of junk before their very eyes. But to watch a wild beast in anger is a beautiful thing.

The philosophic undertones of your actions are apparent moreover, to anyone who has studied the Luddite movement or the risings of the German *Handwerker* in 1848. You stand as the unsung hero of all those unable to cope in the increasingly technological, complex world of today. You use only your brute instincts for survival, bringing back ancient, fond memories of an earlier era.

For college has taught you that "intellectual means ineffectual. Isn't that what your whole education has been about?

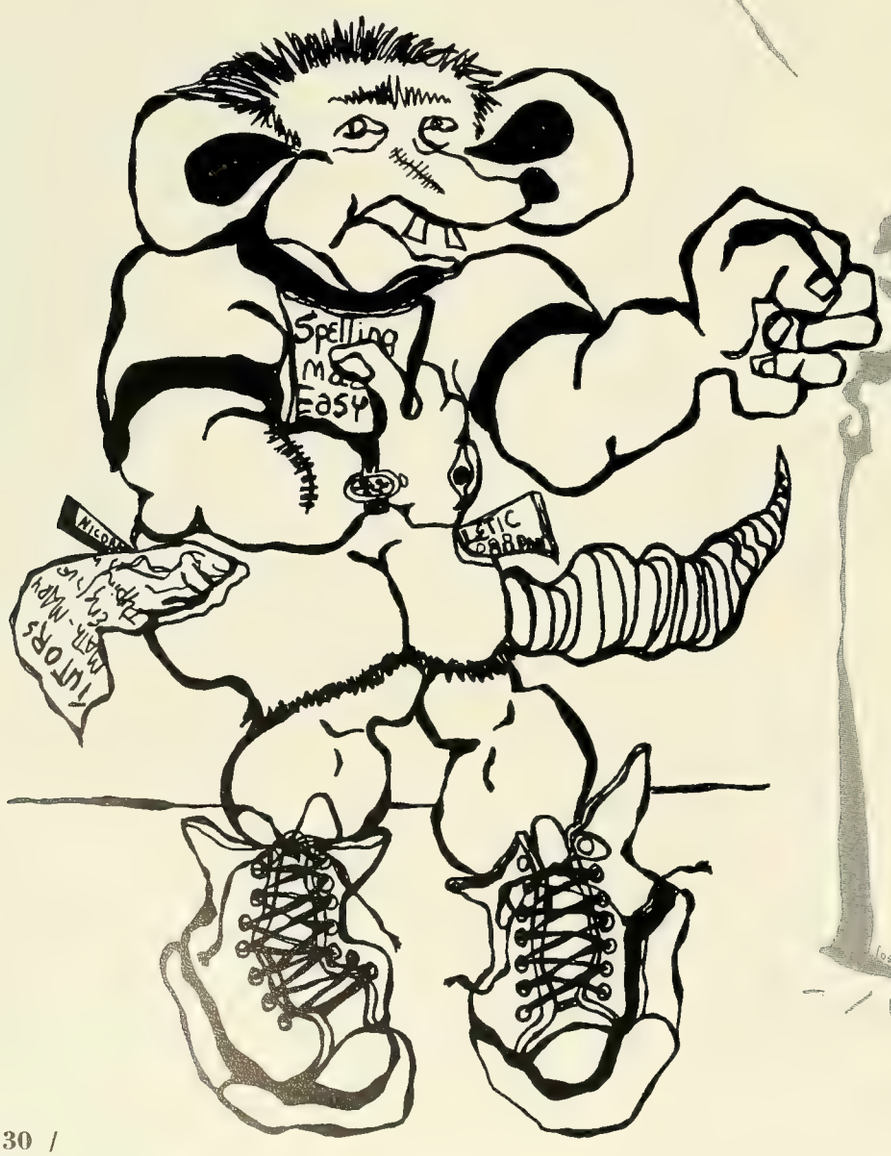
As for queer bashing, you define a queer as anyone who has long hair or who stands under six feet in height and who (horrors) doesn't care to work out with weights daily. Or who (worst of all) perhaps even likes classical music. It's enough to make a decent American sick.

After all, there's nothing really wrong with roughing up a few "queers." So roll on, Green Wave. Violence is as American as apple pie.

It's not that football glorifies violence or ir-rat-ional solutions to your problems, whether you're blitzing in on defense or tossing the long bomb. It's not that football overemphasizes blind obedience to your leader and fascistic discipline. But what ever happened to the old Statue of Liberty play?

Actually, the campus has a disturbing tendency to lump you together with all the others who live on the upper floors of Sharp, whereas you might not have all that much in common with your floormates. You might be in college to study primarily and to play sports only secondarily. You might even be a weekend hippie.

But the campus does group all of you together, for they come into little contact with you, thinking that there are two entirely separate cultures living side by side, speaking separate languages and having little regard for each other. Thus, your language is thought to be marked by the extensive use of monosyllablization and by the use of a different system of morphemes and phonemes than the rest of the campus—in short, your speech is blunted, stunted, grunted.



And the almost superhuman initiation rites into jockdom prevent the plebeian student from ever being admitted into your august society. And on your part, you do not care to mingle with the scholar.

In fact, you strangely enough engage in foraging raids into the scholarly community only in January and May, for reasons as yet undetermined. Like uphill Indian tribes who annually raid the lowlands in search of salt however, your raids are thought to be caused by the need for some commodity you are ordinarily unable to naturally produce.

Mens sane in corpore sano might be an excellent classical educational dictum, but the student sometimes feels it becomes ludicrous if the administration promotes a sound mind in an entirely separate and distinct group from those whose sound body it glorifies and immortalizes in the annals of sports history. Somehow, the student gets the feeling that, given a time door to ancient Greece, the University would not even try to retrieve Plato or Aristotle or Pericles but rather turn its sole attention to the 300 Spartans who held back the immortals of Xerxes at Thermopoli.

Imagine them with shoulder pads on, clad in the old olive and blue!

the pack rat

You denizens of the Quad, you Frisbee freaks, dance to the beat of a different drum. You wear designer clothes—army surplus originals, with sandals and beads. It's your uniform.

You also grow your hair long and frizzy because hair is all protein, life's essence, and the more hair you have, the greater your life essence. Frizzy hair also acts as receptor antennae for the dark interplanetary forces, cosmic rays, emanating from heavenly bodies in the zodiac belt and giving you power.

You say you need neither food nor water to survive, only the scent of wildflowers.

It's not that you believe in astrology, but it never does one harm to consult one's daily horoscope, does it? You were born on the cusp of the third house. You no longer toss a coin when you take multiple-choice tests; consulting your ouiji board is, after all, much more scientific.

Hard-core freaks live in the Quarter or in their Volkswagen vans (very high status). And then there's Cherokee Street, the zoo and Creighton House. You do not live on twelfth floor Monroe. You do find splendour in the grass (Shakespeare's words, not ours) at the Festival of Life, every Sunday in the park. You move frequently, and your forwarding address reads simply "parts unknown." The same could be said of your hair.

You sit on the U.C. steps, eight-by-two abreast.

"What we have here is a failure to communicate." So the warden tells Cool-Hand Luke. Your own conversation at times fails to get its message across to those over thirty, who—you complain—never can talk to us. Like, man, ya know what I mean? Real heavy, otherwise a bummer. All you can talk about is how high you got last night, which shows your superiority over the frat man whom you degrade. They only can talk about how bombed they got last night.

You can also rap about what a lousy, stinking, rotten place the U.S. is, constantly criticizing and carping the straight society. Let he who is stoned cast the first. Anyway, you're soon migrating (you fly very high). Crete is a great place this time of year, almost as good as Morocco, though not quite as good as Nepal or Sikkim.

You are ingenious. Who would have guessed that the best place to hide your lid is in the elevator shaft, between third and fourth floor, or in the hung ceiling?

You drop out. College, after all, is just subsidized by the military-industrial complex to turn out those half-human products that they use as tools to meet their needs. Who needs it? That's why a lot of you go only part-time and hang around here. If you work really hard at it, you can manage to do absolutely nothing all day long, except maybe listen to the great vibes from your set. And then there's the Warehouse on the weekend.

If you are going full-time, you are a drama or psychology major. The real weirdos go in for philosophy.

You are definitely, definitely not a freak if you read the Jamb. After all, Marshall McCluhan says you have turned away from the Western tradition of a visual culture to audio-tactile one. And you know that's true.

Marshall McLuhan said it.





the king rat

Suave and slick, you are on an ego trip of your very own as a student politician. Neatly groomed, you wear wing tips and flair trousers (you wouldn't be caught dead in anything as wild as bell bottoms). You stand in the front at senate meetings while delivering your prepared impromptu speech worrying whether or not your fly is open.

You are a schemer—an insipid, immature, colorless manipulator, a weasel, a worm. Student politics for you is only a stepping stone to greater deeds. "Today student senator, tomorrow . . . ?"

Student government could be an effective way of getting things done around here, but you must formalize and impersonalize it to such an extent that it stagnates under the weight of your created inertia. You transfer all the errors of national government—unwieldy in its stifling mass of bureaucracy—to student government, which should be much more effective in transferring desires into practice because of its size.

Under the facade of legal procedure, you thwart such goals and see to it that only your plans are enacted. On your nightstand, Robert's Rules of Order is your daily inspiration. You read it 15 minutes a day, before retiring. You want to be a Big L.

You either cop out to the administration daily or you "go to the people" and tell them that you are going to be a different kind of representative by getting everyone involved in improving the campus academia and campus atmosphere. "I'm not talking about having 30 or 40 really involved people on campus; I'm talking about having two or three thousand people up in arms over what is happening to Tulane." In any case, plastic radical or not, your fourth year you cut your hair short for your job interview with Scott Paper Co.

You have a firm, dry handclasp and nothing up your sleeve; you use Chapstick (because you talk so much) and Lysol Breath Spray and Clorets gum and the all-new Hot Comb.

Some people respect you because they think you know how to pull strings to accomplish your goals. More often than not, though, you are yourself a puppet on a string. You do have contacts, though; they look so much better than glasses.

You also have the gift of gab. Too bad Pandora let it out of the box to plague mankind so.



mickey mouse

"There is nothing in this world more satisfying than greasing a gook.

"O.K., so ROTC might be a little Mickey Mouse," the N.C.O. tells you, "but wait until you get into the REAL ARMY."

What he doesn't tell you is that people who have been in the service, whether army or navy or air force, for 20 years have yet to scale above the Mickey Mouse. What is pertinent here however, is to discuss where you can find the REAL ROTC.

It is hard to find you right now, for it is no longer acceptable to be in ROTC on campuses throughout the country. Rumor has it, though, that you are alive and well and living in the barracks. You slink over to the Stadium to drill on Tuesdays, 11 a.m. All this reeks of a clandestine operation, which is a shame really. For as long as the armed services must exist, the officers might as well come from liberal enlightened campuses as from isolated military enclaves of "higher education." The hassle students give you is just to remind you that not everyone agrees with the military propaganda you have to daily imbibe, to make you aware that not everyone blankly accepts and supports all of the military's policies.

But you do go to drill and march around like mindless automotons or carefully crafted androids. The military trains you so well at this that it later has to give you courses in military leadership and initiative to see if it can revive any lifelike qualities in the warm bodies it has created and fostered.

You know nothing. You only follow orders. You do not question. This is the connection ROTC has with an inquisitive liberal education. Too bad, even so, your train of thought doesn't run on time.

If you are an underclassman in ROTC, you are a real fanatic. "I'm going to go airborne armor," you say, "because on your dress uniforms, you get to wear not only a long, sharp, shiny sword, but also silver spurs on your low quarter dress shoes."

You buy cold beer at Eddie's, and then put it into your footlocker for three hours to let it warm up because "that's the way they drink it in Nam." Some of the more hip of you might even smoke pot, unbeknownst to your ROTC leaders, but even then, it's only because you're in combat training for Nam and want to experience battlefield conditions.

If you go to airborne school you don't even have to make five jumps to get your wings. You just have to complete four. If you don't make it down in one piece the fifth time, the army will mail your wings (regular postage) home to mother.

If you are an upperclassman, you might not be quite so fanatic because you have been caught signing your life away before the draft lottery came into effect, and you found out your number was really 353.

The lottery affects all of you tremendously. Some really gung-ho devil dogs drop out of ROTC once they learn their number is too high for them ever to be called to serve. And some of you are in ROTC because your number's up, and if you gotta go, go as an officer. All in all, it's a good exercise in hypocricy. And off in the distance you hear the silken strands of Uncle Sam singing "I've Got Your Number." You certainly hope he has some for you; it's pleasant to have at least some amenities that far from civilization.

And after all, where would this country be without the military-industrial complex? So kill for a better America.

Some of you don't really have blood lust though; that's why you backed President Nixon when he sent forces into Cambodia and Laos to show the Hanoi government our great desire for world peace.

And then some of you are only in ROTC to learn a good trade. One might even qualify to get a commercial pilot's license, or a river pilot's one. After all, what can one do with just a B.A. but drive an ice cream truck? At least in the armed forces, you can learn something that will be beneficial to you once you get out—if you get out. Like maybe; you could become a mercenary.

the yat b-rat

If you can remember when Eddies was called Kollege Korner, and the Hob Nob was Casamento's, you qualify as a neighborhood b-rat. You learned how to walk and skate on the oak-tree lined tennis courts where Butler House now is. You rapidly grew up to become the terror of the campus, the Creature from Audubon Park Lagoon, racing around on your Vroom bicycle, tripping up college students, acting generally obnoxious.

After school every day, you used to rush straight over to Kollege Korner (remember?), drop your first quarter into the machines, and light your first Marlboro simultaneously. You practiced in front of a mirror for fifteen minutes a day to make sure you let your ciggie droop at precisely the correct angle. Kookie on "77 Sunset Strip" was your idol.

Then you'd go over to Newcomb quad to play football, knowing that the passing Newcomb girls (whom you'd like to make a pass at—"Where y'at, dawlin' ") were secretly eyeing your bronzed bod as you cocked your arm back for a pass, letting them furtively glimpse at the newly-grown tuft of underarm hair that proved you were now ALL MAN.

Upon puberty, you, the neighborhood b-rat, can qualify as a Yat. As a young adult Yat, you are fairly easy to spot with the naked eye. Generally speaking, the male Yat is usually attired in faded blue jeans, the waist of which is placed between twelve and fifteen inches from the neck. Furthermore, a male Yat-in-heat is often seen carrying a pink or blue hair brush which protrudes from the back pocket of his jeans. Generally, the male Yat will wear (along with his jeans) a chic Ban-Lon shirt with an alligator stitched on. Often though, male Yats can fool even the experienced Yat-watcher, for they may on rare occasions, be dressed in coat and tie. If by chance, the sight of eight feet of axle-greased, combed-straight-back hair doesn't give one an inkling that this may be a Yat, he may look for the minor trademark: white socks, usually worn with dark suits.

The female Yat, though somewhat less colorful, is fairly easy to detect. One definite giveaway is fourteen feet of teased hair in combination with six falls (pronounce "Fawls"). But if she is not chewing gum (Juicy Fruit) or teasing her hair even more, she may not be a Yat at all, but rather just a Loyola student.

Once you are accepted at Tulane, you try to deny your heritage by condemning everything you have NEVER been ashamed of. Your 1957 metallic blue Chevrolet with mag rims, dual exhausts, Mardi Gras beads hanging from the rear-view mirror, defunct St. Christopher on the dashboard, and "Hell no, we ain't forgettin' " licence plates must give way to a Corvette or a Cougar at the least. Now the real transition; all your clothes must be altered. Your mother has to buy "Gant" labels for all your shirts, including the alligator Ban-Lons. Not only do you have to get rid of your white socks, you have to get rid of socks altogether.

Next comes the complete personality take-over: you have to find a place on your head to put a part. The brush goes, and eventually the "security comb" you carried your first few months as a freshman. And then (the most unkind cut of all) you will be forced, by ridicule, to renounce your favorite chant, "Where y'at, ya motha?" "Where y'at?" is reserved for upper-class Westchester County residents who alone can make fun of this saying. Worst of all, you have to sneak in to the Saints games so none of your new friends will see you.



and the mole

"I study, therefore I am."
As a mole, you are very accustomed to night life. Not on Bourbon Sreet or in Eddie's or in any of the other symbols of the pseudo-decadence of New Orleans, but rather, locked up in your room, pouring over the delights of your medical or law tracts.

> Haunting, enchanting the little bald mole
> Are dim-lit halls, musty stalls,
> Sacred spell of book-smell.

Undergraduates, or apprentice moles, can learn the basic techniques of your rare art easily—an utter disdain for fellow students (groundlings), a blank stare on your sleepless face as you gaze out at the world through your myopic haze, an almost complete inability to communicate with others. Who wants to talk about tort cases in loss of consortium or of the crisis of the aristocracy in 17th century England all the time?

Your ability to criticize all aspects of the University are simply amazing. You criticize, but never participate in anything going on at Tulane. If you are a med student, you might go to football games; otherwise, you may as well be in Timbuktu. You live in a different world; more appropriately, cloud nine. You are already studying intently to become an absent-minded professor.

What is really amazing about your dislike of the plebian student is that going to Tulane might be a step up for him and only a resting place before going on to a better graduate school, while your very being at Tulane in most of the graduate departments and professional schools usually means that you have been a failure elsewhere.

You did go out on a date once—you remember, don't you? You brought her home right after the opera and rushed back to your room because you knew you could still get in another four or five hours of serious booking before turning in.

You inhabit the library; some people think you just crawl out of the woodwork. You are not one of the regular second or third floor socialites, who go there only to make dates for Friday night or xerox someone's notes in the photoduplication room or flit around generally or go to the water fountain or the bathroom every fifteen minutes to spec out the new chicks who are also wandering around looking for a date for Friday night. Instead, you thrive in the carrells, in the rear typing stalls, on the fourth floor.

You are not completely straight. You take speed—not to fly high, but to cram better.

A hallmate once remarked of you, "This is the stuff professors are made of." Strangely enough, you took it as a compliment.

You would not degrade yourself by studying anything useful; if you are an expert in Chinese Ming dynasty vase distribution in the East African highlands, society should find a niche for you to fit in. After all, it is the duty of the scholar to research and to write; it is the duty of the society to accept those revelations the scholar deems fit to make. Unfortunately, this policy of yours has somewhat backfired. Last week, you placed an ad in the Times-Picayune:

"For sale: One Philosopher. Cheap. Can Carp and can speak with pebbles in mouth. 865-7711, ext. 420."



VERIFY NAME AND
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A "CRISIS"



As Tulane University entered the 1970's, the outlook for its future seemed, in many ways, bleak. Tulane was not unique in having problems, of course. "The crisis of the private university" had already become a cliche during the late 1960's, as even the wealthiest schools began finding red ink on their ledgers. Costs for faculty salaries, staff wages, building construction, library purchases, student housing, etc., had increased much faster than the ever-rising tuition payments could match. The Vietnam war limited the amounts of Federal aid available after 1965, and the recession of 1970 caused a further tightening of both Federal and private contributions. Tulane's endowment was much smaller than those of other leading Southern universities.

In addition, of course, the student disruptions at countless schools, beginning about 1965, caused many more problems for all American higher education—physical destruction, hostility between students, and faculty, and administrators, polarization of opinions, and over-politicalization of education. At Tulane the amount of actual destruction and disruption was small; and in this respect the school was more fortunate than many richer and more famous institutions. But even here, the antagonisms created between various parts of the University community (especially over the case of mathematics Associate Professor Edward Dubinsky, fired in 1969 for his part in several campus disturbances) were often deep and divisive. (Moreover, alumni unhappiness over campus unrest, and over the entire youthful "counter-culture," was unlikely to increase their willingness to make the large contributions Tulane badly needed.)

The effects of the financial squeeze at Tulane were evident—cutting back on the number of graduate degree programs, limiting the number of new instructors and professors, restricting the purchase of new equipment. Yet the nature of the crisis at Tulane, on the threshold of the 1970's, went deeper than just the lack of money.

One aspect of the crisis could be seen in the results of the 1969 survey of graduate programs, sponsored by the American Council on Education. Of 24 Tulane graduate departments rated, none received either of the top two (out of six) possible ratings, and only four received the third highest rating, "Good". Most of Tulane's departments were graded only "Adequate" or "Marginal". In short, despite the reputation this University had long enjoyed as one of the foremost

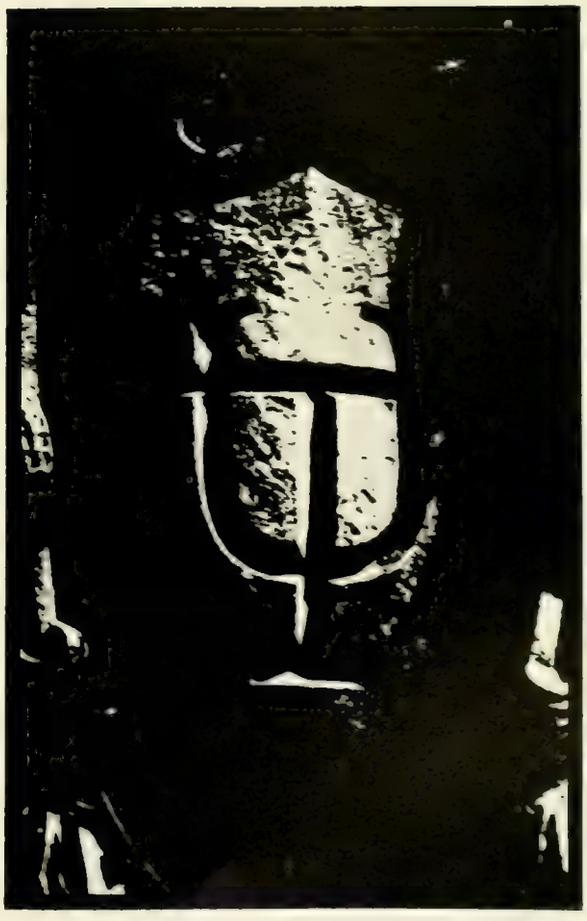
educational institutions in the South, the quality of its educational offerings was just not rated very highly by fellow professionals. And there could be no denying that during the 1960's, the quality of several important departments had deteriorated noticeably.

A second aspect of the crisis could be seen in the report of a special committee of the American Association of University Professors, sent to Tulane to investigate whether standards of academic freedom had been violated by the dismissal of Professor Dubinsky.

On the basis of the report, issued in December, 1970, it seemed unlikely that Tulane would be censured for its actions, but the committee was critical of the procedures followed by President Longenecker and the Board of Administrators in overriding faculty recommendations in the matter. More important perhaps, this outside committee found that the case had "Produced dissension and antagonism among different groups within the faculty, and on the part of a substantial portion of the faculty toward the administration and the governing board," and that this dissension had been "further aggravated by decisions on other matters," such as the graduate program reductions, the intensified athletics program, etc.

"In our view," the investigating educators said, "if this dissension continues, it can have grave consequences for the effectiveness of Tulane University as an institution of higher education."

Its financial problems alone did not seem likely to destroy Tulane, particularly if increased Federal aid should be resumed in the 1970's. Those problems could be faced and overcome, if the whole University community were to work together. But first there had to be a community. The disaffection among many faculty members, both old and young; the consequent departures of many outstanding teachers and scholars; the inability to attract top-caliber graduate students and administration; the growing isolation of the President from the rest of the University, both faculty and students—these and other related problems struck at the very life of the University. If not corrected or ameliorated before long, they indeed seemed able to plunge Tulane into a possibly fatal crisis.

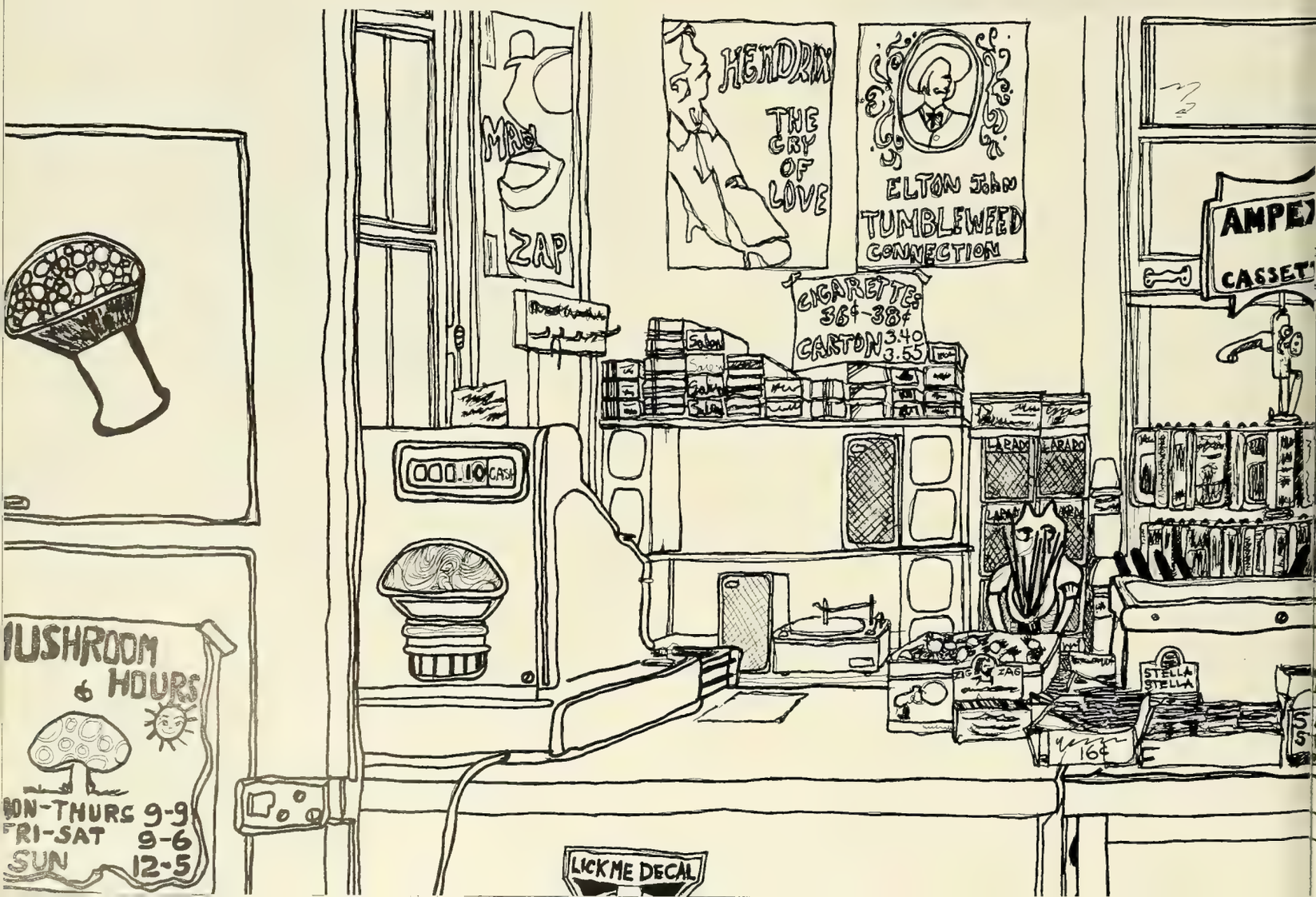


—Bruce Eggler

THE BIRTH OF A MUSHROOM



Seeds for the student owned and operated bookstore were planted somewhere in the midst of the spring events of the Tulane Liberation Front. More an attitude than actuality, the Mushroom sprang up impromtu in Student Senate Room B of the University Center. Its main attraction was low priced used books and records. Its purpose: to offer an alternative to the University bookstore. Routine returned after the dismissal of classes, but the Mushroom did not fade away.






ZIG ZAG
ZIPPO
ZIG ZAG
BLIND FAT



During the calm of the summer, the Mushroom was permanently located in Zemurray Hall in a former trunk storage room. Settled and recognized in September as an authorized student activity, the Mushroom, expanded and thrived. And establishment did not sour the attitude.

Limited only by space and the restriction against selling new textbooks, the student manager and staff aim to serve the entire Tulane community. The atmosphere is informal: music plays as the customer browses for his books, records, film, threads, paraphenalia. Nobody is pressured. People who drop in to talk or to see what's new are as welcome as the student who dashes in just before closing time. Orders are placed for items which are not stocked.

Despite a hesitancy within certain elements of Tulane to take advantage of the Mushroom's potential, a profit was recorded by the end of first semester. So, prices were further reduced and in early spring, air conditioning was installed. Cool attitude complemented by cool temperature—an unbeatable combination.

Working through the Housing and Finance Office, the student-run operation can rely on the backing and the facilities of the University for assistance. The first managerial change comes up this summer, but no alteration of the store's character is anticipated. The Mushroom is now one year young; that must make it a perennial?

—Pat Parks
Newcomb '73


AMPEX
PRE-RECORDED TAPES
CASSETTE CENTER

FOR THE LOVE OF SCIENCE

"It was a vertical slab . . . perfectly sharp-edged and symmetrical, it was so black it seemed to have swallowed up the light falling upon it; there was no surface detail at all. It was impossible to tell whether it was made of stone or metal or plastic—or some material altogether unknown to man."

Thus Arthur Clarke described the monolith in his book, *2001: A Space Odyssey*. It was around this crystalline slab that sub-human primates performed their first rituals which would for later man, become the techniques for realizing the Universe. How could such a shapeless form create within man the potential for exploring the Universe?

The question could very well be asked about the very monolith which has deposited itself with tombstone precision across our campus. How can such a giant and featureless slab inspire scientists engaged in creative research to seek greater understanding of such a varied Universe?

Affectionately termed the new science center, this structure spans the length of the campus along Freret Street and graces the entire academic Tulane campus with its imposing five

stories. Effectively it slices the academic campus from the non-academic, not unlike a wall with several gates. As one architect commented, "It's a nice place to walk through."

Historically speaking, the idea of improving science facilities at Tulane has been around since World War II. Not until 1964 however, did serious planning begin. With prospective funds in sight, two buildings which were to form a science complex were considered. What followed seems to be little more than bad planning and bad luck. In the absence of a campus development plan, a site was chosen, which proved to be aesthetically as well as structurally unsound. One University official estimated about a year's delay as a result of the relocation. Inflation and labor drain caused by Hurricane Betsy sent construction prices sky-rocketing. The plan for two units was dropped, and the new site on Freret was selected.

The 1968 undergraduate bulletin showed the artist conception of the building, by then under construction, with the completion date listed as 1969. The building was not to be completed until two years later. Completion was set formally as March 1, 1971, but incomplete construction and delays in furniture and equipment installation caused problems which resulted in delaying use of the building until the fall of 1971. By this time, a frightening financial situation had caused the University to cut back a number of items including an auditorium, a green house, an elevator, several environmental chambers, quite a few fume hoods, architectural concrete for the ends and second floor of the exterior, and some of the intercom, clock, and thermostat systems. Plans are still indefinite about the building of two more additional stories, which the foundations were laid to support.

This varied and unfortunate history doubtlessly had a number of effects on the monumental design of the building, inside and out. Physics department Chairman Robert Morris believes the interior exhibits a distinct lack of design. Chemistry Professor William Alworth partially agrees. Alworth says even though the faculty was originally consulted about the lab design, the teachers were not consulted again after their plans had been revised. The chemistry researcher blames this as the reason for much of the superfluous equipment and furniture which complements a lack of other more essential items.

One of those mostly responsible for the faculty input that went into the design is a biology professor, who today is considerably upset by the building. He is Dr. Frank Sogandares, who will be leaving this year partially because of the new science complex. "It's an insult," he claims. "The move to the new building will be a move to mediocrity." Sogandares has been here 12 years, and served as coordinator for science planning before construction. He believes the building can only adequately accommodate two departments; but persistent deans, not familiar with scientific laboratories, have tried to "give everybody a piece of the cake." The well known biologist went on to say that the government may withdraw some of their support because of the building's inadequate animal facilities and substandard cages.

Sogandares is understandably upset. If he were to move into the new building from his newly renovated lab in Richardson Memorial, he would lose nearly two-thirds of his present space—"a physical impossibility," he calls it.

One of the departments which was moved in at the last minute was Physics. The entire department with the exception of Riverside facilities, a machine shop, lecture rooms, and a Newcomb departmental office will move into the building. Dr. Morris explains the new facilities are adequate; a great improvement over the present research facilities. The Physics

department, with its departmental office, four undergraduate labs, and several advance research areas will cost the Chemistry department six research labs and an office. Chemistry will retain its freshman labs and lecture room in the chemistry building.

Psychology, the fourth of the science quartet, is rather happy to find a consolidated home for its scattered department. Nevertheless, departmental Chairman Jack Buel intends to hold on to other psychology space currently held by that department.

What then, considering these shortcomings, did Tulane get for its $6.8 million? Obviously since $5 million of that is Federal money, and the government only buys research labs, Tulane got a lot of lab, teaching, graduate, faculty, and research facilities. In fact, it is just a little astounding that the first academic building on campus since the 1930's has no class rooms. Architecture Professor Bill Turner explained what this means: Something less than desirable area is serving as renovated classroom facilities for Tulane. "But makeshift classrooms are the penalty we pay, until the government decides to start subsidizing them," he said.

Aside from the labs, little money is being spent on new equipment, according to several teachers. "We will be sitting in nice new labs, but working with outdated equipment," complained one biologist. The Physics department gets no new equipment to speak of, according to Dr. Morris, who claims an eye will have to be kept on the old equipment brought in to make sure it's not outdated. Again, Sogandares comments, with limited janitorial service, old furniture, equipment, and overcrowded conditions, the place will resemble a slum.

But where then, did the $6.8 million go? Another professor explained, "The designers told the architecturally-minded persons that the money was going into providing good labs and equipment, and they told the science professors that it was going to make an attractive exterior." There are some who feel neither was accomplished. Professor Turner describes the building as being "anonymous," having no great attraction, but also no great offense. "It's rather neutral," he claims, and he adds, "the best thing about it is the hole." Referring to the pedestrain plaza, Turner feels it is the only graceful thing about the structure. Graduate School Dean and University Provost David Deener likes the design. "The building represents the sciences," he once told a University forum. "It looks like a big computer card." Few would disagree on the last point. The temptation to paint "IBM" on the corner of the building is great.

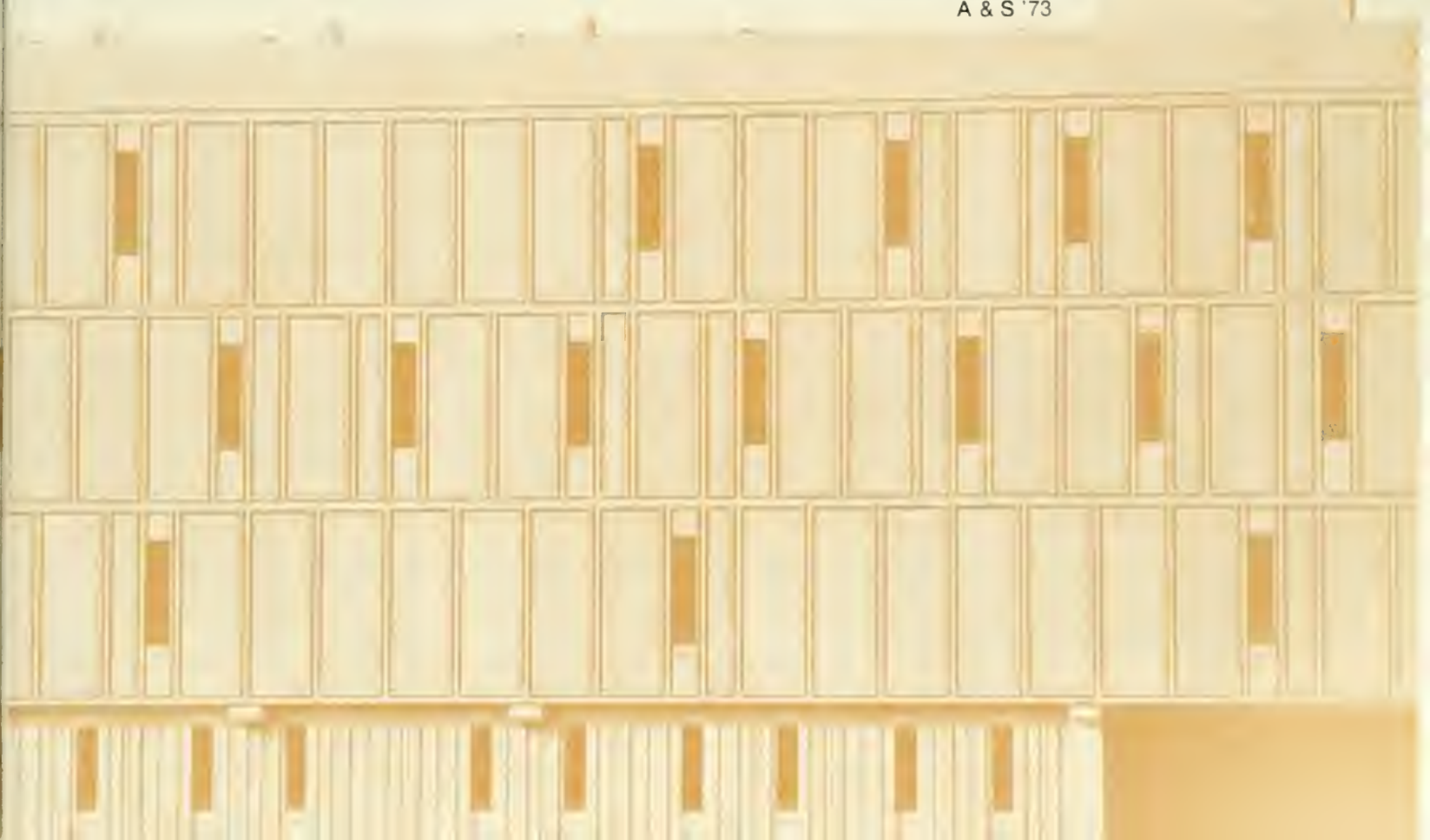
Despite its contemporary architecture, (or more likely, the lack of it), the building does have a number of good features. Tulane Resident Architect Edmond Bendernagle likes the staggered windows (including the ones assigned to the dark-rooms). The pastel interiors are nice, and each floor has a different color to help one distinguish the rather non-descript halls from each other. Turner likes the flexibilities which the design gives.

Unlike the specialized buildings which rapidly become outdated, the center is as useful as a warehouse. Even Sogandares thinks the building is the most functional in Southeastern United States. Chemist Dr. Dwight Payne finds the slate topped benches, the wooden cabinets, and

the new offices very attractive. However, it is perhaps Dr. Morris who found the most attractive aspect of the building: it offers an excellent opportunity for unity in the sciences; hopefully by co-operation among departments with similar inter-disciplinary interests. "Besides," he continued, "I've seen worse."

Despite the debate about the design, it is obvious that the space can be nothing but a most welcome addition to an already overcrowded campus. It is unfortunate that a number of territorial disputes will accompany this building. This however, is not uncommon for any construction which fails to satisfy the needs of all the departments concerned. Perhaps the true test of the building will be its ability to unify the quests of man, and stress this co-operation over the imperfections of structure and space. Only when the structure of the "monolith" can be ignored and more introspection given to human achievment, can mankind begin to realize the Universe.

—Robert Thompson
A & S '73



AN EDITORIAL

"A political resource is a means by which one person can influence the behavior of other persons; political resources therefore include money, information, food, the threat of force, jobs, friendship, social standing, the right to make laws, votes, and a great variety of things."

—Robert A. Dahl, Modern Political Analysis

The Tulane Board of Administrators is historically a self-perpetuating body composed of men who have represented the same relative power positions in the New Orleans business, civic, and social worlds since Tulane's inception in 1882. They have consistently possessed the political resources necessary to influence the behavior of other persons. Inter-acting with each other in numerous firms, organizations, and activities, they have established interlocking relationships that allow them to communicate, influence, work, and associate with each other. Because of this inter-action, the channels for collective political action have been established. However, despite the potential, the Administrators of the Tulane Educational Fund do not act collectively and cohesively as the Tulane Board on political issues. Since these men possess the political resourecs to exercise individual power through other outlets, the Tulane Board is but a collective political power in dormancy.

—Taken from "Power in Dormancy: A Study of the Tulane Board of Administrators as a Political Power," a research paper prepared for the Department of Political Science by Mark Davis and Steven Felsenthal.

A Board Chart*

GERALD ANDRUS	DR. JOHN DEMING	DARWIN FENNER	RICHARD FREEMAN	SHELBY FRIEDRICHS	SAM ISRAEL JR.	ARTHUR JUNG JR.	HARRY KELLEHER	L. LAUTENSCHLAEGER	EDMUND MCILHENNY	CLAYTON NAIRNE	ISIDORE NEWMAN	ASHTON PHELPS	CHARLES SMITHER	EDGAR STERN JR.	ARTHUR WAECHTER	
		X	X				X		X	X		X			X	METROPOLITAN AREA COMMITTEE
		X	X			X	X	X		X	X	X	X			CHAMBER OF COMMERCE
		X	X	X			X			X	X	X	X	X		COUNCIL FOR A BETTER LOUISIANA
			X		X							X				BOARD OF LIQUIDATION CITY DEBT
		X	X			X		X		X	X	X	X	X	X	INTERNATIONAL HOUSE
X	X	X	X			X		X		X	X	X	X			UNITED FUND
		X	X								X	X	X			OCHNER FOUNDATION HOSPITAL BOARD
			X							X		X	X			AMERICAN RED CROSS
			X	X					X							BUREAU OF GOVERNMENTAL RESEARCH
			X									X				SEWAGE AND WATER BOARD
		X					X						X			METARIE PARK COUNTRY DAY SCHOOL
		X				X					X					EDUCATIONAL T.V. FOUNDATION
			X							X	X					INTERNATIONAL TRADE MART
X	X	X	X				X	X	X	X		X	X		X	BOSTON CLUB
X			X			X	X					X	X	X		NEW ORLEANS COUNTRY CLUB
					X						X					TIMBERLANE COUNTRY CLUB
					X						X					LAKEWOOD COUNTRY CLUB
				X			X		X			X			X	LOUISIANA CLUB
X			X	X		X									X	PICKWICK CLUB
			X	X					X						X	SOUTHERN YACHT CLUB
			X											X	X	PLIMSOL CLUB



* or —A Chart of the Board, or Who Belongs to What?



WHO SHALL GOVERN, WHO SHALL RULE?

BY RALPH WAFER.
STUDENT SENATE PRESIDENT,
JUNE 1, 1970 to MAY 31, 1971

Who governs the university? Who should govern the University? The answer has yet to be established after almost 1000 years of the University as an institution. In fact, the state of university governance is perhaps as much embroiled in controversy now as it has ever been. The controversy stems mainly from the desire of students to have a voice in the affairs of governance, a voice commensurate with the students' numbers, concern, and involvement. Inevitably, suggestions of such a radical departure from tradition give rise to heated feelings in the camps of all those intimately involved and makes resolution of the question that much more difficult.

Even as the controversy rages, though, it should be pointed out that the question of university governance is not one of overriding concern to a great many persons, including students. Indeed, to the vast majority, the mere problem of determining just who makes the decisions now, is a difficult enough question. Trying to understand the governance procedures of the University can best be described as an exercise in futility. Opinions vary from one that says the University is a hopeless bureaucracy that is totally unresponsive to the needs of its members, to one that says the University is an effective, although troubled, institution that is attaining new heighths, solving new problems, and responding to calls for reform.

The lack of interest on the part of students in the method of operation of the University stems primarily, I believe, from the fact that students have had so little involvement in university governance that they are not aware of the importance that student involvement can have in gaining not only student rights and freedoms, but also a voice in other university decisions that have been previously determined without benefit of student input.

Until very recently, students entered college duly conditioned and programmed to the fact that they were to have little, if any, input into the operation of the institution. The job of governing and running the University was in the hands of professionals with elements of "de facto" control vested in the faculty. The student accepted such conditions on face value and for years blissfully ignored the entire state of affairs. That day is past.

Students everywhere are beginning to assert their right to be involved in the decision-making process within the university, and students at Tulane are, again, no exception. After years of leaving the task of decision-making to others within the university, American students have realized that it is their own education that is hanging in the balance, and feel that it is time for student voices to be heard in the formulation of university policy.

With the initiation of the movement for student participation in decision-making, the structure and form of university governance systems have come full circle. It has taken 900 years for a fully cooperating form of governance to be proposed in universities. It is small wonder that higher education is constantly in crisis when one views the history and the development of university governance. The first western university was founded in Bologna, Italy, during the final years of the twelfth century. At the University of Bologna, the student guild controlled all aspects of institution except the determination of those persons eligible to teach. Beyond this one prerogative held by the teachers, students held an all-encompassing power that lasted for centuries, and although the teachers began to form guilds themselves, they were powerless to overcome the student guilds. By the sixteenth and seventeenth centuries, though, the resentment of the teachers, public pressure, and the availability of funds from sources other than students made it possible for the power to be transferred from the student to external governing bodies such as the Church or the city. In England at the same time, another pattern was emerging. There, power was transferred from the civic and church officials who had founded the educational institutions to the faculties of these institutions. Such a transfer of power meant that the faculty was in complete control of the institution, including the control of student life. Institutions founded in America, though, followed the example of the Scots and added another source of power and control, a governing body of laymen. The new American institutions left control of student life in the hands of the faculty, but vested control of the institution in a board of laymen. Since that time, "de facto" power of the faculty has increased to the point where they effectively controlled the forming of academic policies. Concurrent was this rise in power of the faculty, the state of the student declined. Institutions of higher education took on a paternalistic air as the role of the student became more like that of a child, a ward of the institution. In such a patriarchial and autocratic environment the student was powerless to exert influence in any, but the most indirect methods. Finally by the end of the nineteenth century, students were being allowed to think and act for themselves, but only in their non-academic lives. In 1971 students are still fighting for control of their own lives, both in the academic and non-academic sphere. The resistance on the part of administration and faculty is not nearly so great, but until such power is gained, there will be continuing pressure for reform.

The goal of the student movement in this sense is not only student control of student lives, but also student voice in decision-making for the university. The goal is to have all constituencies of the university determine policy and goals rather than have any one constituency make determinations for the other. Justification for student involvement in the university decision-making process can be made in several ways. Dr. Earl McGrath, in *Should Students Share the Power*, provides six basic rationales for student participation in decision-making.

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One, if education is so important to life's well-being, and if students are to be recipients of the benefits of education, they should have a voice in determining its character and quality. Two, because of increased concern with their own education and concern over inadequacies of many university processes, student participation in governance offers much in the way of potential for the reform of higher education. Three, providing students opportunities for participation in university governance is a logical concept when considered in light of the purposes of a democratic society and the purposes of institutions of higher education within that society. Four, providing students a voice in academic bodies could bring instruction closer to what contemporary society requires that students learn and make higher education more relevant to the real needs of people. Five, students should have the right to govern their own lives, which can be provided by student participation in governance and the abolition of "in loco parentis." Six, because students are in such a unique position for the observation of teaching, they are perhaps best prepared to judge the teacher's fulfillment of his professional duties and obligations; therefore, the student's role in the evaluation reform of teaching should be a major one.

In addition to Mr. McGrath's reasons, there are others, one of which is that the shared responsibilities of students, faculty, and administration of a joint authority creates a vehicle for freer communication and by including students, creates a much greater likelihood for responsible student involvement in university affairs. Another reason is that the increased communication inherent in cooperation between all groups generates better understandings and better feelings all around and significantly lessens the chance for misunderstanding. Thirdly, joint efforts at decision-making engender a community feeling which arises from participation in a common enterprise. Joint effort makes cooperation necessary; tolerance and respect for other groups and their opinions are required in order to make the concept work. An important underlying concept that supports student participation in university governance, though, is the concept that in a free society all those affected by a social policy have a right to a voice in its formulation. This concept is applicable to the formulation of policy and to the decision-making processes within institutions of higher education.

The symbolic workhorse of university governance at Tulane is the University Senate, a body made up of administrative officers and deans, faculty members, and students. The total number of voting members is 48, with the largest group represented being the faculty with 30 members. There are four student members in the Senate, the 11 college deans, and the three top administrative officers of the University. In the organizational structure of the University, the University Senate is the legislative body through which legislation must pass on its way to the President and the Board.

The highest authority within Tulane is the University Board of Administrators, whose power is established by an act of the Louisiana State Constitution (Act 43, 1884). The Board delegates authority to the President of the University, who in turn delegates much of his authority to other officers of the University, such as matters of admissions to the Director of Admissions, academic matters to the Deans of the respective college, athletics to the Director of Athletics, and financial matters to the Business Manager and Comptroller.

The University Senate is empowered to make recommendations to the administration on all matters of general University concern as well as the right to review actions of any division of the University. If a Senate recommendation is not acceptable to the Board of Administrators, the Board must notify the Senate in writing of the reasons for its decision. All changes in academic policy that are of general University concern must be submitted to the Senate for consideration. The Senate may in turn delegate matters within its jurisdiction to its standing or its special committees.

The committee structure of the University Senate is one of the wonders that is Tulane. There are a total of 20 standing committees, ranging from the Committee on Faculty Academic Freedom, Tenure, and Responsibility, to the Committee on Patents, to the Committee on Student Affairs, to the Committee on Admissions, to the Committee on Committees.

Every conceivable function of the University is covered by a committee of one sort or another.

True to the sense of bureaucracy by which all universities operate, the University Senate is not all adverse to referring things to committee.

Students have direct input to 13 of the 20 University Senate committees by way of student members who are nominated and elected by the Student Senate. The Student Senate, by way of quick definition, is the duly elected governing body for the students at Tulane. It is comprised of 53 senators, who are elected by a proportional representation system to represent the 11 colleges of the University. The Student Senate, although quite large, is not nearly so bogged down in procedure as the University Senate. The Student Senate has eight standing committees which it uses rather infrequently, choosing to conduct most of its business on the floor of the Senate. As a result, the Student Senate is guilty of some extremely long meetings, but because the meetings are generally informal and Robert's Rules are largely ignored, Student Senate meetings are not nearly as stultifying as those in the University Senate. The Student Senate's relationship with the University Senate, other than the four student members of the University Senate, is through the Student Affairs Committee. This committee, a group of 15 faculty and staff and five students, is advisory to the Dean of Students and to the University Senate on matters dealing with student affairs. By playing this role, the

committee is constitutionally empowered to deal with many matters that come out of the Student Senate involving such things as conduct, housing, and student organizations.

A redeeming factor of the committee system of the University Senate is the frequent independence of some of the committees in regard to issues or questions over which they feel they have jurisdiction. In many cases a committee will consider a matter on its own initiative, or on the request of another party within the University. The more traditional method of placing a matter before a committee is for it to be referred by the University Senate. The more industrious committees do not wait for such a referral from the Senate to begin work as they strive to find their own issues to consider. Other committees are not so eager to work and are quite content to do nothing until the Senate requests them to act.

A non-redeeming factor of the University Senate committee system lies with those inactive committees that seem determined to meet as infrequently as possible and to steer clear of any and all controversial matters. In several cases the inaction of a committee is due to the fact that it might deal only with an annual event, such as the awarding of honorary degrees, the aegis of the Committee on Honors, or graduation and commencement, the aegis of the Committee on Academic Ceremonies. But in many other cases the inaction is the result of a resolution by the committee to meet rarely and to do nothing.

Student participation on University Senate committees has had noticeable effect in many committees, in the sense of helping create a more active committee. The primary reason any committee is active is due to the desire for involvement of the chairman, but probably the second most prominent reason is the desire for participation and activity of the student members. Unfortunately, the enthusiasm of student members is quite limited due to the very small number of students on University Senate committees. The majority of committees with student membership have only two student members, with a typical faculty membership of about ten. Such a minority of students makes it very difficult for effective student participation, especially when the rest of the committee wants to meet as infrequently as possible. Basically, though, such a proportion of students to faculty is really nothing more than tokenism masquerading as student participation.

The problem of determining the proportion of student membership on any committee of the University Senate is a difficult one. At present there is no rationale at Tulane for determining the student proportion on committees. On those committees which have student representatives the average proportion is 20 per cent. The most student on any committee is five on the Student Affairs Committee, which is 25 per cent of that committee, but two is the more common number.

One proposition that is put forth by some theorists in the field of university governance is the concept of "one man, one vote," for the basis on which to determine the make-up of university governing bodies. This theory is based on the notion that in a completely democratic society in which all electors are presumptively qualified to cast their ballots, the Supreme Court doctrine of one man, one vote is the doctrine to follow. Realistically, though, in a university setting the doctrine of "one man, one vote" is inherently unfair as it would transfer the power from the Board, the administration, and the faculty to the students, or as some others might submit, to the alumni. Several other reasons can be submitted to invalidate a proposal such as one man, one vote in the university setting, but vesting all the power in students, who are by definition a transcient group, violates the stability necessary for the operation of a university.

Another proposition that is put forth concerning university governance does have much credibility is the abolition of the concept of "student government"as it applies to modern colleges and universities. The connotation of "student government" is inconsistent with the present conception held by students of their role in the governance of an institution. The concept of "student government" accentuates the mythical separation of education taking place outside of the classroom as well as inside. "Student government" perpetrates an artificial separation between two aspects of a student's life that should not be separated, that is, his life inside the classroom and out. The concept of "student government" and the practice of it violates the whole concept of community. A proponent of student participation's strongest argument is based on the concept that all members of the University community have a right to share in the formulation of the rules and laws under which they shall live.

Taking into consideration what has been said so far and the implications it has for Tulane, the logical conclusion is that there is a need for a master plan for student participation. To date students are included on many University committees, but there is no reason for the number of students on each committee. Students are members of the University Senate, but in such a small minority that the mere numbers of faculty and administration present can be a very numbing experience and can make effective participation extremely difficult. The other conclusion that becomes apparent is the great desirability of creating at Tulane a community government, suited to Tulane, and abolishing in name and symbolic importance of "student government" or, for Tulane, the Student Senate. The Student Senate will almost always be needed to serve as a forum for opinion of the students as well as coordinator of student activities, but for the purposes of government, hopefully the Senate will no longer be needed. The new form of government for Tulane would be nothing more than putting on a sound basis the concept of student participation in University government. To effect the change in government requires two things; one, an infusion of students, and two, a basis for the proportion of student membership.

The proportion of students on University committees varies greatly at Tulane. The highest proportion is 40 per cent on the Committee for the Academic Freedom and Responsibility of

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Students, and the lowest is 15 per cent on the Committee on Health Services. Of course there are many committees where the proportion is zero per cent because there are no student members. Due to the fact that many committees have functions that are not directly concerned with students, it makes sense not to have the same percentage of students on all committees. Those committees that have the greatest degree of relevance to students should have the largest percentage of student membership, but that percentage should be established.

There are three committees whose functions deal almost solely and directly with students: the Committee on Student Affairs, the Committee on Housing and Food Services, and the Committee on Academic Freedom and Responsibility. A 40 per cent student membership already exists on the latter committee, and using that as a basis, student membership on the other two should be increased to equal 40 per cent of the membership. Student membership on the Student Affairs Committee should continue to increase beyond the 40 per cent established here because that committee is the most important one when it comes to dealing with University rules affecting students' lives.

There are a great many other committees within the University Senate structure that should have increased student participation. The percentage of student membership proposed for these committees is 33 per cent. The basis for this comes naturally from the tripartite make-up of the committees, but attempts to equalize the divisions somewhat. At present the University Senate constitution states that fulltime research and teaching faculty must comprise 75 per cent of a committee membership, exclusive of voting student members, and where otherwise not provided for in the by-laws. This ruling could still stand and absorb the new concept for determining proportion of student membership. Committees that would fall under the 33 per cent rule would be such committees as the Committees on Libraries, Admissions, Educational Policy, Health Services, and others.

For those committees that have only an indirect effect on students, student membership equal to 25 per cent is proposed. The basis for this is that 25 per cent of a total committee membership would go beyond the current token student memberships that now exist on many committees, but would not necessitate a complete shift in the make-up of the committee. Committees that the 25 per cent would apply to are: Committees on Academic Ceremonies, Budget Review, Physical Facilities, and Honors. On one University Senate committee, the Committee on Faculty Tenure, Freedom, and Responsibility, a student membership of two, or 17 per cent is proposed. The small student membership is determined by the importance of the committee in regard to faculty rights. The student voice is required on the committee for the reasons given earlier, specifically those relating to the students' unique opportunity to observe the performance of a faculty member as a teacher. There are other committees on which a small percentage or perhaps even no student membership is proposed. Committees such as the Committee on Faculty Benefits, Committee on Patents, and the Committee on Research might have two "token" students in recognition of the prerogative of faculty rights, but also in keeping in mind the need for student participation in faculty affairs just as faculty participate in student affairs.

In the University Senate itself, it is proposed that student membership be increased from the present four to 20. This large increase is dictated by the need for representativeness and for effectiveness. The system that would be established for electing students to the University Senate would be a proportional representation system operating within the Student Senate. Based on the number of fulltime students, just as faculty are elected based on fulltime faculty, the proportional representation system would place the emphasis on the college or division, rather than the Student Senate at-large. The Student Senate would be an important element in the selection process, but the concept of the Student Senate being the students' only legitimate spokesman would be dispensed with by putting the basis of power back in the separate colleges. The Student Senate would then serve to bring the colleges together, but not to usurp their positions. The basis for the college's representation would be: one to 500 fulltime students—one representative; 501-1500 fulltime students—two representatives; 1501-2500 fulltime students—three representatives. This would produce 16 representatives. In addition the Student Senate will elect three members of the Student Senate Executive Cabinet to serve on the University Senate. (The Executive Cabinet is the four officers of the Senate plus the Chairmen of CACTUS and the University Center Programming Board.) The Student Senate will also elect one member of the Student Senate Coordination Board to serve on the University Senate. (The Coordination Board is made up of the chairmen of the seven Student Senate standing committees). The total number elected to serve would then be 20. In comparison, there are 30 faculty members on the University Senate, 11 deans, and three University administrative officers. With the addition of 20 students the total Senate membership would become 64, giving students just over 30 per cent of the membership. This is in line with the concept of committee membership that would fluctuate from 25 per cent to 40 per cent.

Ten of the persons elected to serve on the University Senate would also serve on the University Senate Committee on Student Affairs. The reason for this is the fact that a great percentage of the legislation that comes from the Student Senate must go to the Student Affairs Committee and thence to the University Senate. Hopefully this outmoded method of dealing with student decisions will be discarded in favor of letting student decisions be made by



students or by the appropriate University official. By effecting such a change in policy, the Student Affairs Committee would not spend the better part of a year debating a matter such as dormitory visitation hours, which then had to go to the University Senate, and then to the Board of Administrators. The four persons elected from the Executive Cabinet and the Coordination Board to serve on the University Senate would automatically serve on the Student Affairs Committee as would six of the 16 other University Senators. The six would be elected by the Student Senate after the elections for positions in the University Senate had taken place. The elections for the University Senate might also take place in the Student Senate, but only among the senators from a respective college rather than the Senate at-large. The other possibility is that when each college holds its elections for the Student Senate a provision be made to determine the senators for the University Senate at the same time.

Without question this proposal constitutes a radical change in the form of University governance employed at Tulane. Without a need for constitutional change, though, an effective operating community government can be installed to take the place of a government that approaches the concept of community, but falls woefully short. The improved communications made possible by including students in decision-making has shown its worth this year. To stop the process now would have negative effects in the very near future. What needs to be done is to go forward with the community government concept and install it at Tulane. The benefits of showing such a confidence in the abilities of the student body would certainly be shown in increased responsibility on the part of students. When students know the stakes at hand and are allowed to carry their share of the load, their perspective of the institution and its problems changes, and a total community effort to improve the quality of institution can ensue with much fewer obstacles to overcome than if students are cast in the role of second class citizens not eligible for full citizenship such as now exists at Tulane.





jazz

/discovery and diffusion/

It usually starts in Preservation Hall, one door away from Pat O'brien's. In many cases, the initial jazz encounter occurs during the same week that a student first arrives in New Orleans. But when and where the student finds or pursues the music during his years in New Orleans and at Tulane will depend on his own curiosity, on luck, and often on the development of his own interest and understanding of the musical form and its traditions . . .





. . . In the city, the situations where the music is played and the reasons for playing it will vary, A brass band will turn out for a convention, a festival, a funeral, or to welcome the Delta Queen at dockside (for what was to have been her last visit to New Orleans. A recent federal dispensation, however, has allowed the riverboat to continue its service along the Mississippi). The New Orleans Jazz and Heritage Festival, held each spring, will bring out the silver-haired Bill Russell, the former curator of the Museum of New Orleans













Jazz, to entertain in Congo Square. The same festival will also feature a concert aboard another riverboat with the most articulate drummers in New Orleans. Lovig Barbarin . . .

. . . and perhaps the smoothest clarinetists in the person of Pete Fountain. Emcee for the evening, a Georgian named Allen. . . . Back in Congo Square, one can find the unique Bongo Joe, switching his role to piano, while Dizzy Gillespie assists on the oil drum. Further, one will meet a man named "Fats", with a derby & a sash that's labeled "Olympia."















. . . On the Tulane Campus, variety is again the password. On the right night, one can catch an earful of German Jazz in *der Rathskellar*, or the "big band" sound of Lee Hoppe's Tulane Stage Band. But live performances don't have to be limited to a stage; Somehow, WTUL managed to get Dizzy Gillespie into their studio for a live interview in April. Recorded interviews and other historical data can be found in the Jazz Archive on the fourth floor of the Howard-Tilton Library. There, one will again meet Richard Allen, who serves as the curator for the archive.

But to reach a greater awareness of the entire jazz theatre in New Orleans, try sitting in on the Music department course, "The History of Jazz." Taught by John Joyce, the class (and its two sections) have been averaging over 70 students in each section; although the course has many complexities, the main result which Joyce strives for is an awareness of musical "perception . . . "

. . . Perhaps the best way to understand the New Orleans jazz tradition is to meet and talk with a member of one of the brass bands (usually a member who is over 55 or 60 years old). Currently, the man to see on the Tulane campus is Matthew "Fats" Houston, an employee for the Physical Plant since 1946. The same "Fats" Houston leads almost every major jazz parade or funeral as the Grand Marshal for the Olympia and Eureka brass bands.

"Fats" can recall the jazz rage back in the "horse and carriage" period, but began to get involved in jazz groups in the mid-forties:

"I began to organize my band at the end of World War II. I played from one group to another until I organized my own band. I played with Louis Dumaine, and after he died, I organized the group that was left into Matthew 'Fats' Houston's Dixieland Jazz Band. I played up here in the University vicinity, at the different fraternities, the SAE, the ATO, the Kappa Sigma. I played Dixieland Jazz until rock and roll broke out. When that happened, every job that I bid on, they would tell me, 'I can get two rock





and roll bands for the price that you want, Fats.' I said, 'Well, you can get the rock and roll!' So that's when I took my drums and put them up in my living room, on the side. They're still stored there.

After that, I started to grand marshal. I grand marshalled with the Eureka. We buried Picou first, then Papa Celestin died. (Papa Celistan had the biggest funeral, then Picou had the next biggest funeral that I grand marshalled with the Eureka.) Then Bill Matthews died—he was one of the Eureka. Then the trombone player died. He was another one of the original Eurekas. And we buried Kid Clayton. Finally, so many died out—there were only one or two left. There was Percy Humphery, he was the leader. He would sometimes borrow some of the men from the Olympia, and would make up a band. He would bring them together for a special show or occasion. But after that, I joined the Olympia myself, and on up to now, I'm still with the Olympia . . .

. . . Jazz is still part of my life, and I love it. I will love it until I die. I want to be put away with the next biggest funeral that we have in New Orleans. The last big one was with Cap'n Handy. We buried him in Pass Christian. Between seven and nine thousand people participated in that parade . . .

. . . The jazz funeral means the old tradition that if you pass, you want to be waked. At the church we march out with a dirge, and if the cemetery's close, we'll march on for a few blocks with a dirge, then we'll turn the procession loose, and let it go. When they get about three blocks out of sight, that's when they start the rejoicing.

With a boom, boom, boom, they start playing *'When the Saints Go Marching In.* The old folks still feel the same way about jazz but the young-folks they go for the new feelings in their rock and roll and modern jazz . . .

. . . My whole life, I've been playing jazz. I still love jazz. I expect to die, and want to be buried with a traditional jazz funeral . . . "

Matt Anderson
Engineering '71







DORMS

MEN





Nearly half the dormitory residents in men's housing are freshmen. The other residents live on campus because it is more convenient and possibly more financially reasonable. This year all men above the freshman level were given the option of living off-campus. Because many already "lived" in fraternity houses and elsewhere off-campus, and because off-campus housing is generally scarce and expensive, there was no giant exodus. Men's housing was operated at capacity level all year.

Dormitory residents who complain about their housing are usually freshmen. "It's a drag." The visitation hours, which prescribe times during which women can visit in the rooms, have been restricted to Friday, Saturday, and Sunday evenings from noon until 2 a.m. This has been the biggest frustration of the residents. To some extent

these frustrations will be removed when more liberal hours and weekday privileges are put in effect.

Other "hassles" in dormitory living include exeessive noise and dope. For the most part noise levels are moderate, and students are able to study in their rooms. Residents seem fully capable of putting pressure on the low noise level deviant and there are few problems.

Dope is another bag of its own. Generally speaking, men have not smoked in the dorms. After the early fall Conduct Committee cases resulting in stiff fines and probation, there was little discernable activity in the rooms. Besides, watching the stars on the University Center quadrangle while turning on appears to make people much happier. The dorm room is too confining and an adviser might get nasty. Rumor has it that there is one hall in Monroe where it's all a different story. . . .

Campus living can be as good, or as bad, as the residents want to make it. The mechanism and financing are available for a variety of social events. Advisers, being students themselves, generally are aware of student problems. They can be especially helpful to the freshman, not so much as an answer man, but more as a "where-you-can-find-out" man.

If a student lives in a dorm because that is what he wants it is not unpleasant. If one lives on campus because he has to live on campus, there results a frustrated resident. Frustrated residents only frustrate other residents. There are more than enough frustrations as a student, and dormitory living should not add to the list.

—Richard Bretz
G.B.A. '72









WOMEN

"The residence halls of Newcomb College continue to be a part of the organizational structure of the College. . . . Regulations for the Newcomb residence hall . . . are matters of special concern of the College. . . . The Senate Committee on Student Affairs may inquire and recommend to the Senate concerning policies in student life matters throughout the University; consideration of any recommendation affecting Newcomb College should include recognition of the concern and structure that exists for these matters within the College."

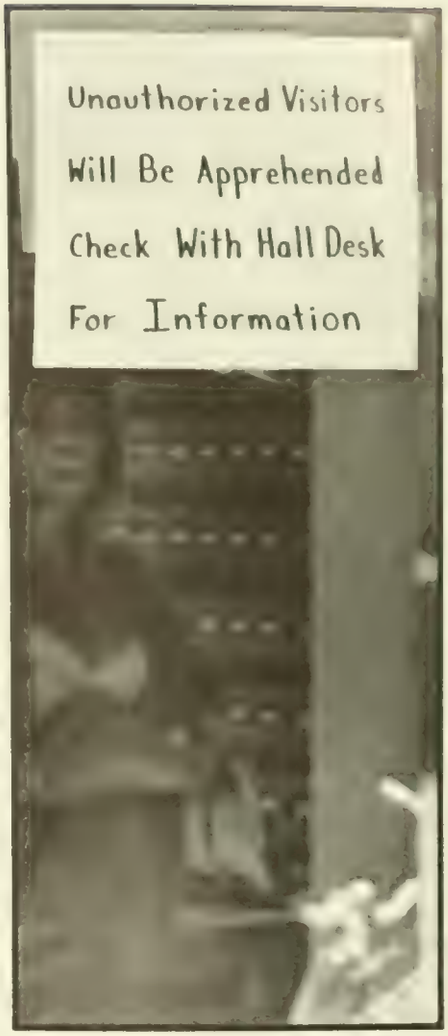
University Senate Resolution
March, 1971

Newcomb dormitory regulations change, but not with the times. Since the members of the Class of 1971 passed the compulsory examination on the rules and regulations of resident student in the fall of 1967, many of the restrictions with which the examination was concerned have been eliminated, but the principle upon which the rules—and the tests—are based, continue unchanged. According to the constitution of the Resident Government Association, one of the purposes of the restrictions is the "regulation of social activities in order to protect the welfare of each student and to obtain development of individual honor and the best result in scholarship." The Newcomb woman must be looked after.

The changes, as listed, sound very impressive. Instead of the weekday 1 a.m. curfew, upperclassmen now have self-regulated hours, and







most own keys to their dormitories. They are no longer required to sign in and out every time they wish to leave the dorms after 8 o'clock. Freshmen curfews have been set back two hours, so that on weekdays, they may return at 1 o'clock instead of having to check in at 11 p.m. Men are allowed into the women's rooms on week-ends, within the hour limits set by the college.

Yet it becomes necessary to ask why the rules are there in the first place. They are not needed. Newcomb women are mature individuals. By the time they enter the University, their personalities are basically developed, and their character already formed. If their interests in Newcomb are not academic, no rules will ever change that. And if they intend to make their years in the college a fulfilling intellectual experience, they will know how to find the resources needed for this without having to be directed to them.




Sexual Behavior

There has been, in fact, no noticeable change in the individual honor or the academic output of Newcomb students since the relaxation of the dormitory regulations. The Newcomb administration, in allowing the reforms, showed confidence in the women's maturity and responsibility, and have found out that their confidence was not misplaced. But there are still rules, too many rules, which prove only that the administration's trust is only partial. And the administrators have made it clear that new changes are not likely to occur in the next two years.

If the need is felt for social as well as academic guidance for Newcomb students, especially freshmen, then the administration should look to the dormitory adviser program, not to dormitory regulations, as a positive way of providing it. If a student has problems, she will not find the solution for them in a set of rules, but in a set of well-trained, capable, responsible individuals willing to respond to their needs. The adviser system, in the past year, has been reworked to do just that. The rules, as they stand, are superfluous and, for the most part, they are resented.

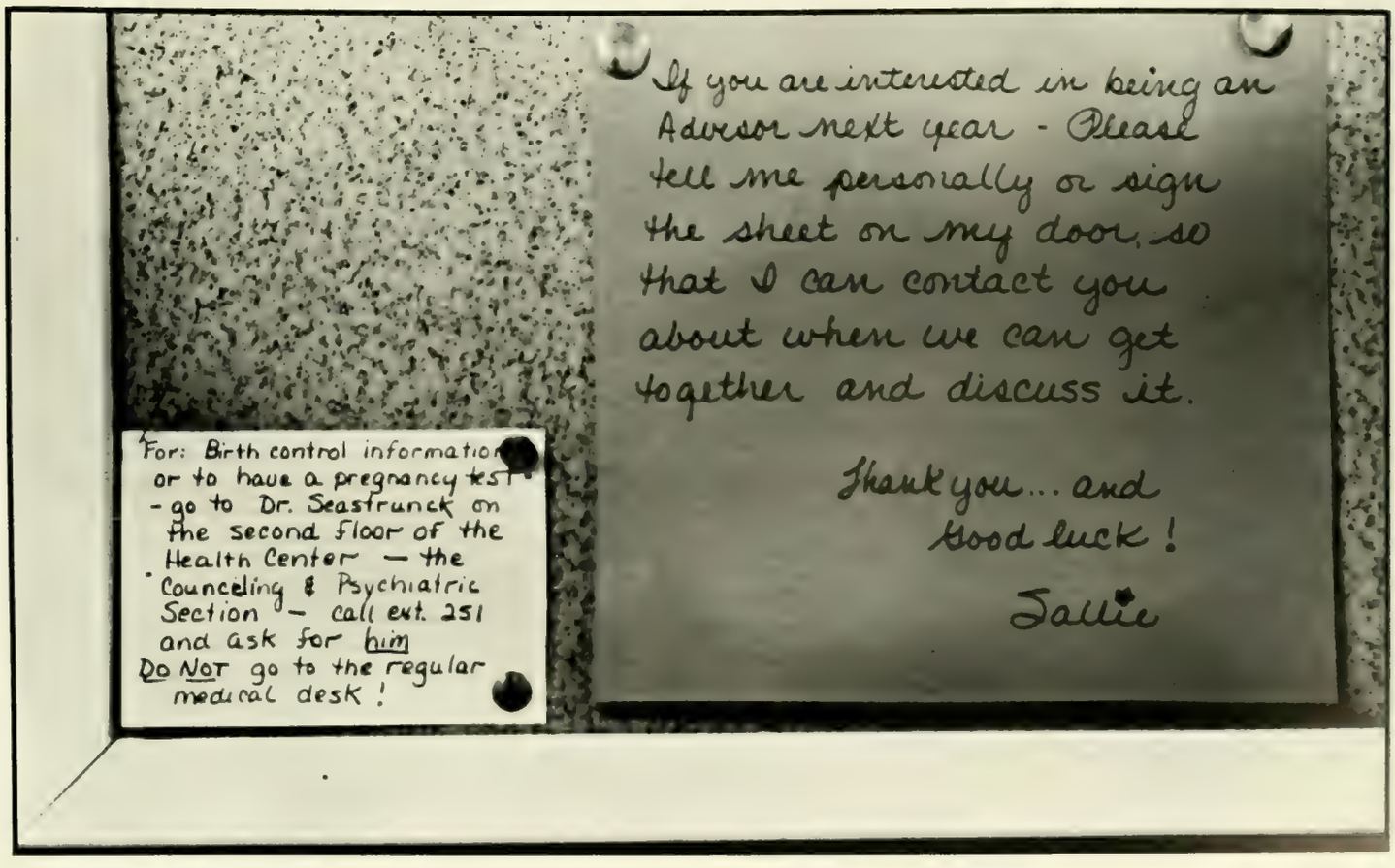
Ironically, some of what may be considered the strictest regulations imposed upon the women are almost impossible to enforce efficiently. It takes little skill to devise methods of entering and leaving the dormitories without ever needing to sign in or out. The sign out sheets, on the other hand, help no one by stating that the student is "in town" or "on campus," and create only even more useless paper work.

Often the rules are confusing. Freshmen are allowed two key nights a week, a regulation which has led the house mothers often to wonder whether a particular Sunday key night should be counted with those of the week the Sunday ended, during which the student took no key nights, or with those of the week which the Sunday began, in which the student took two. Should the student be punished with countless calldowns for taking an illegal keynight, or congratulated for keeping her numbers straight? Or, to ease the complex situation, should Sundays be made independent entities and no part of the week at all?

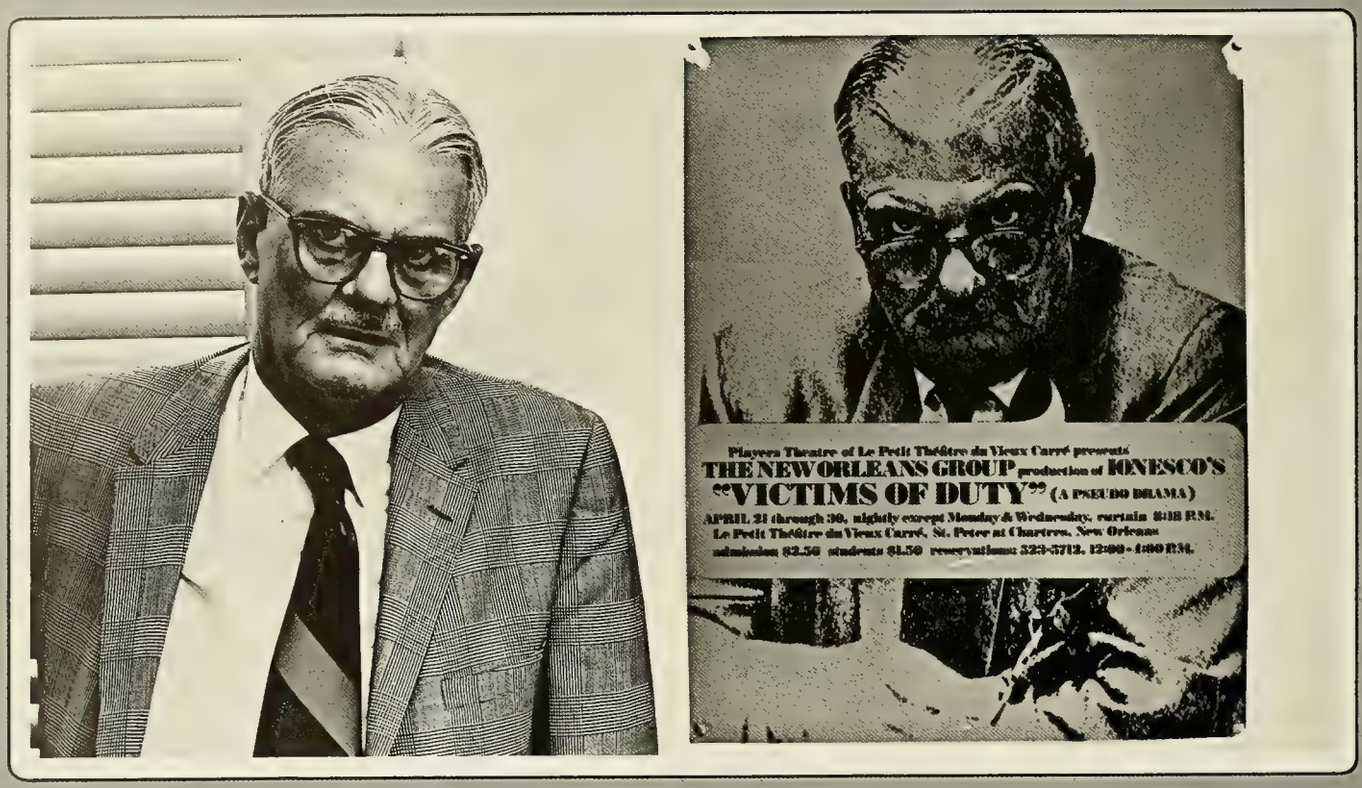
The time is overdue for reevaluation and redefinition. Newcomb College is not now what it was five or even two years ago. It is educating a new breed of students who do not particularly want to think of Newcomb as one of the "Seven Sisters of the South." They wish the emphasis to be placed on student-faculty-administration communication, not condescention.

Slowly, the past years have seen the parental walls of the Newcomb fortresses tumble. Like all solidly built medieval institutions, however, the structure is not easy to destroy. Before reconstruction can begin, Newcomb students, it seems, will have to wait until erosion overcomes the remaining walls.

—Ileana Oroza
Newcomb '71



THE COLONEL



Like most major universities in the United States, Tulane has had its share of campus unrest. Unlike other campuses, however, Tulane has yet to witness bloodshed or over-reaction by campus or municipal authorities. The man responsible for keeping the peace on the Tulane campus, Director of Security Robert Scruton, has won the admiration of students, the respect of most faculty members (in itself, no mean accomplishment), and consideration of his viewpoint by the University administration.

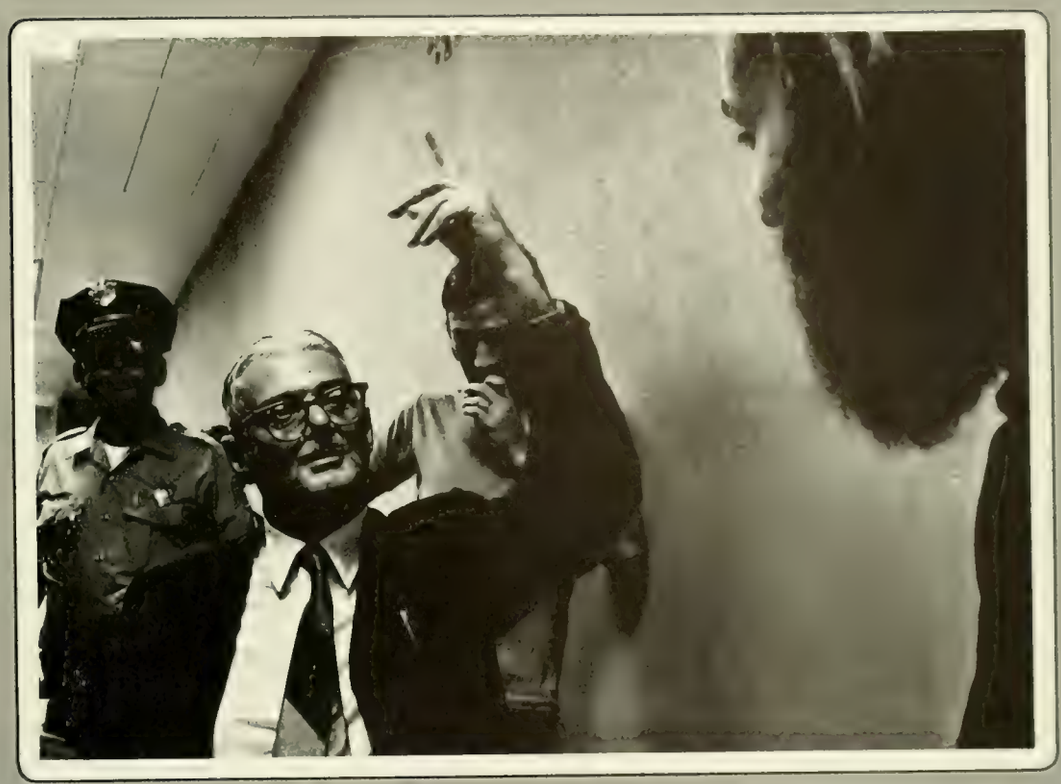
The Colonel, as he is called, is a study in complexity. He's a retired army officer who rose from the ranks; he's an accomplished tennis player; he won a shipboard costume contest by dressing as Tiny Tim; he's a man with a theatrical sense of timing that can provide good copy for any campus newspaper reporter.

Scruton's a difficult man to work for. Many officers have quit the force in disagreement with the Colonel or his policies. Students faced with multiple traffic offences get a taste of his "sting 'em a little" policy—reducing the fine so that it still hurts, but it does not bankrupt the student for the rest of the semester. The vast majority of Tulane students, when involved in a security matter, come away impressed by the fairness and helpfulness of the security department.

From Tulane's first anti-ROTC demonstrations staged by the theatre department, to the Dubinsky—ROTC demonstrations to the birth of the Tulane Liberation Front and the ROTC barracks fire in the spring of 1970, Scruton has competantly and efficiently handled the situation without recourse to excessive force. Scruton's calmness and good sense are credited by many with saving the day during the T.L.F. occupation of the University Center. He was the one voice of moderation who would not close the U.C. and evict the demonstrators.

Observing the Colonel is a study of a man under pressure. The nature of his job subjects him to pressures from faculty, staff, students, administration, alumni, and the community. As such, he is perpetually out on a limb. Only his flexible attitude and uncanny sense of what each special interest group will tolerate has kept Scruton's position reasonably secure. When asked what he would like to be remembered for after he leaves Tulane, Scruton replies: "well, I think the biggest accomplishment would be simply having been able to survive in this job with all the pressures on me."

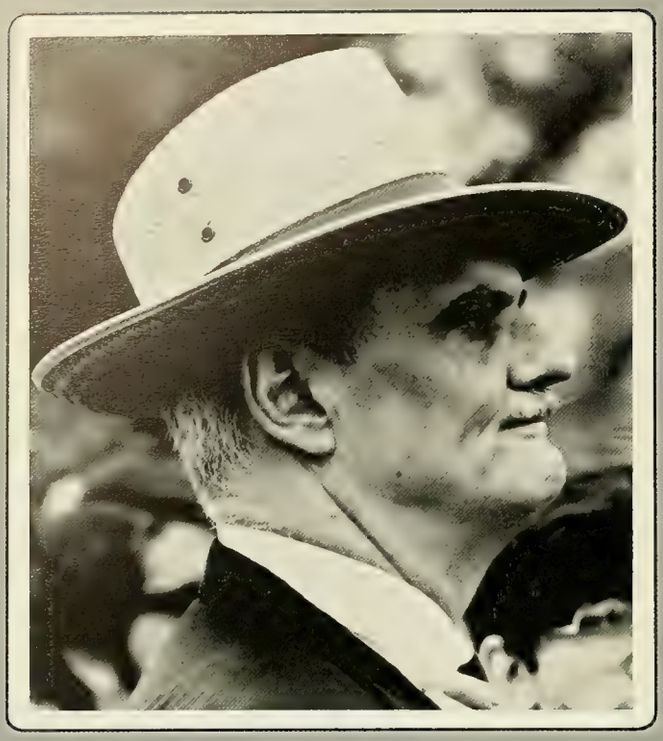
—Bill Klinkenstein
G.B.A. '71



SCRUTON ON TULANE STUDENTS: "Tulane students are much smarter, less docile, they want to know why and wherefore, far more curious . . . they don't like a lot of bullshit and crap thrown at them."

SCRUTON ON THE SECURITY DIVISION: ". . . a force of ten or twelve seasoned officers can serve the University well. The word "seasoned" bears repetition. *Seasoned*." (Tulane Self-Study, 1967-1968)

SCRUTON ON SCRUTON: "Fortunately, I can see the funny side of everything, no matter how serious a situation can be. A sense of humor is a saving grace to keep you going in this job. . . . As long as I'm here (and this is a natural thing) the force will represent what I want it to be. . . . A great part of my life was devoted to dealing with young people—not young students, but young soldiers—basically they're not much different. They can spot a phoney at a thousand yards. . . . I've always said, that when I do quit, it's going to be under the most favorable conditions when things are going smoothly and everything is running right so I can turn over a going organization to my successor."



THE COMPLEAT GREENIE COP

. . . at Tulane, a campus officer needs to be competent in 17 different skills. He must be prepared to exercise his competence at any time, so varied are the situations he must contend with.

He must be taught enough practical law so that he does not ensnarl the university in a legal action because of his ignorance. He must be taught the rights of others in police procedure.

He must be taught how to handle a wild drunk or a deranged person, male or female. Such techniques are not learned overnight. Neither are the special ways of dealing with teenage deliquents.

He must be shown how to put out a fire, and when to call the fire department, and what to do when the engines arrive, and how to deal with toxic smokes generated by fires.

He must know about drugs and narcotics, the stimulants and the depressants—enough so that he can recognize abnormal behavior and the reason for it.

He must know how to help an injured person, what to do for that person and where to take him.

He must be taught how to write a proper parking ticket and a speeding ticket. And he must be shown how to investigate an accident.

He must be shown how to write a proper report, factual and objective, why reports are important and why they should be reasonably literate.

He must be taught to understand the nature of young people, young students, and why some are perhaps not as orderly as they should be. He must be trained to be neither over-harsh nor over-easy in dealing with their pranks and high jinks. He must be taught to understand that matters are not always black or white but often are "gray" and hard to define. It must be explained to him that some persons make a practice of baiting or insulting police, and that this is aimed not so much at the officer as a person, but at the symbol of law and order in general.

He must be taught courtesy—a firm politeness under any and all conditions. He must be shown that an officer who descends to rudeness and brutality even in dealing with human trash is a poor officer and a liability to his unit.

He must be trained to deal with sexual deviates, to know that often such people are less criminal that "sick" in mind. He must be shown about fingerprints, how to lift them from evidence and transfer them to photographs or tape for comparative purposes. He must be taught the techniques of elementary investigation and interrogation, and the rights of persons undergoing questioning. He must be taught how to operate the high-speed camera equipment used to make identification cards, and he must know how to make background checks of persons seeking employment with the University.

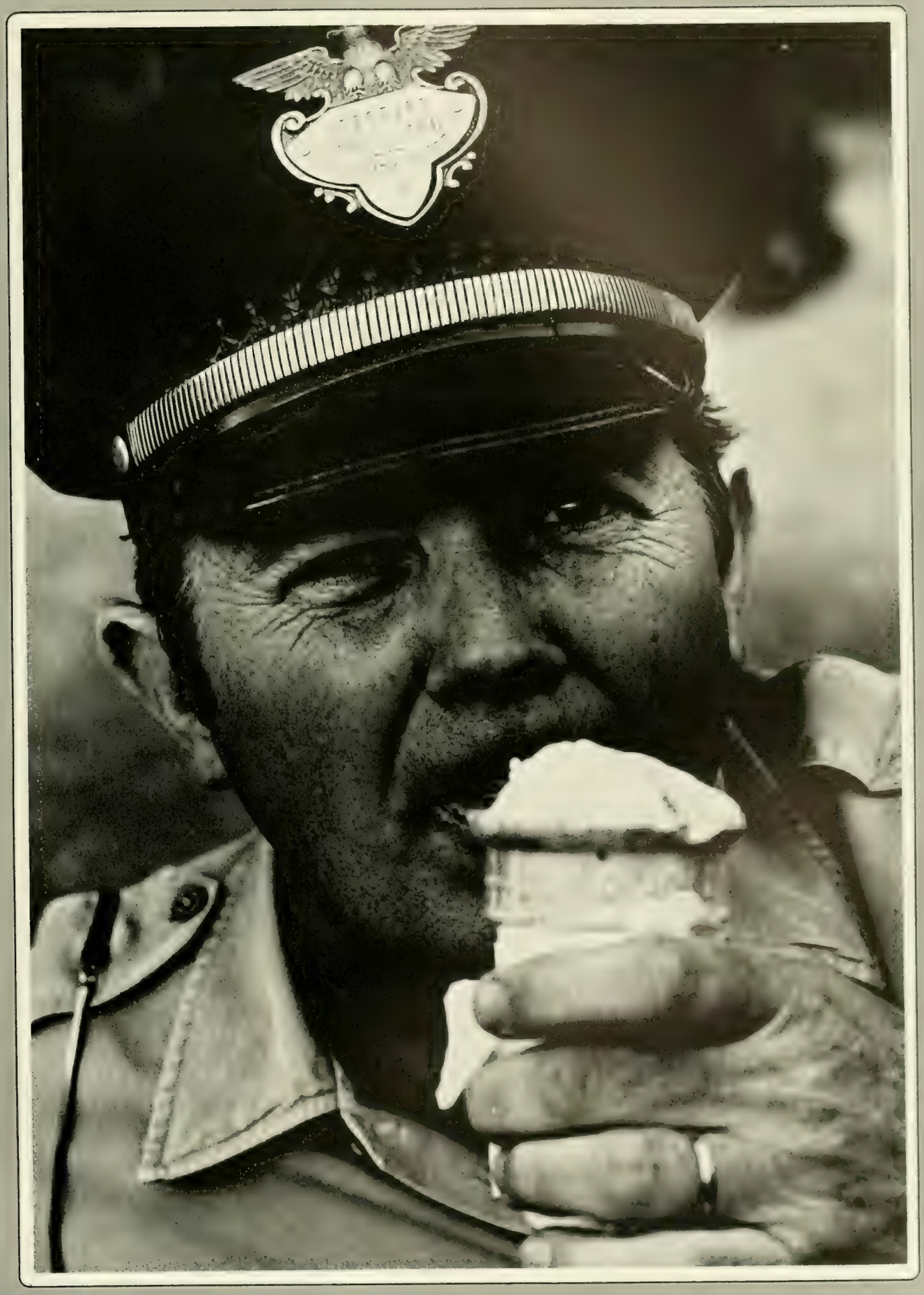
He must be taught how to use and fire his gun, that an officer may use his gun only to save his life or that of another, beyond reasonable doubt in a Court of Law.

He must study the Division Policy Manual and the University Traffic Regulations, and he must know these documents as he would the alphabet and the multiplication tables. He must be shown how the university is organized and the names and functions of its principal officals. It must be explained to him that his unit is but a part of a complex organization and that its primary purpose, aside from the numerous chores and services assigned to it, is the protection of property and people.

Finally, the officer must be periodically examined to determine his proficiency and to aid in the decision whether he should be discharged or retained and given recognition in the form of a pay raise or promotion in rank

—Robert A. Scruton

Tulane University Self-Study,
1967-1968



·community action council of tulane university students·



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"CACTUS: A Thorn in the Side of Indifference."

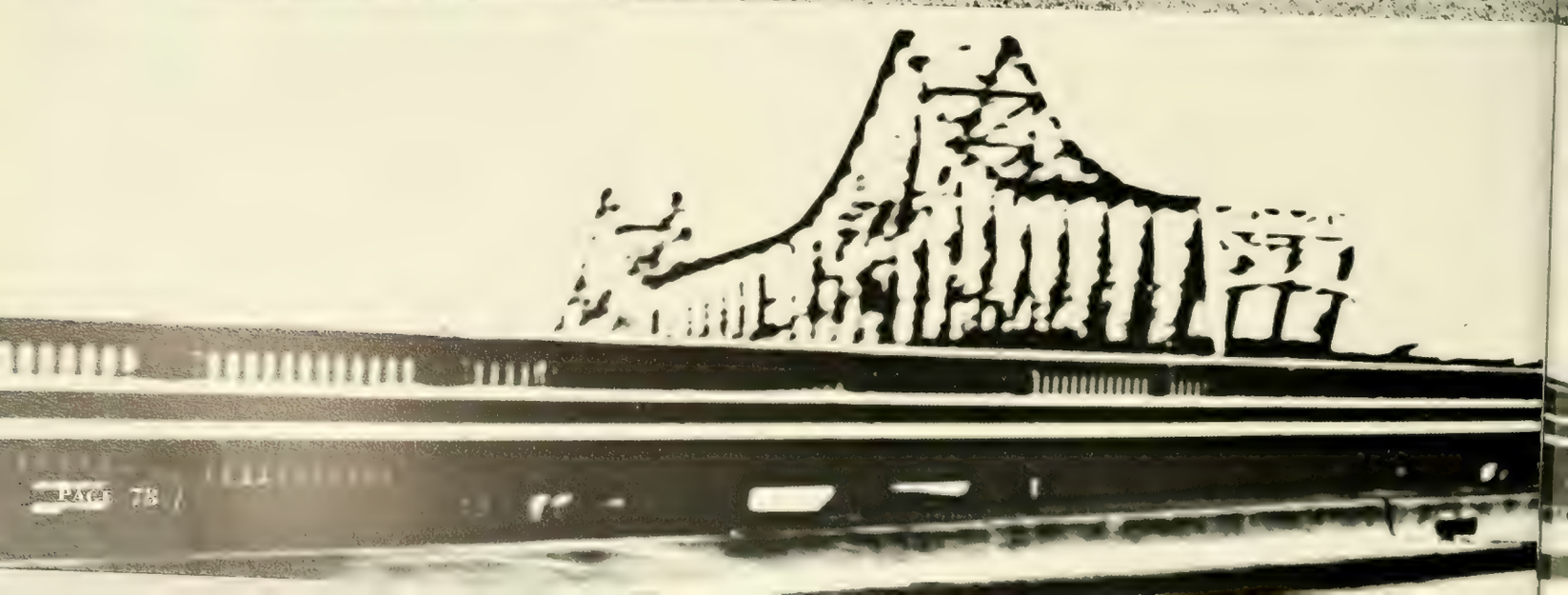
Although many of us cringe today when we hear this rather dated slogan, it is still a valid description of what CACTUS does and what CACTUS hopes to do in the future. Over the past few years the thorns may have changed direction, and the sides may not be the same ones as before, but the premise behind CACTUS still exists unchanged: that a college education cannot and must not be limited to a classroom—an awareness of one's environment and participation in it is necessary for an education and the understanding and betterment of one's world.

It is for this reason that CACTUS exists: to provide students with opportunities to learn about their surroundings while applying their knowledge to help the community, be it city, campus, or both.



·community action council of tulane university students





community action council of tulane university students·





Although CACTUS has had programs operating in the New Orleans community for many years, a campus direction is new for the organization. It was decided over a year ago that if a group is to be an effective link between the campus and the community then it must be a viable force on campus as well.

For this reason, Campus Projects was established to investigate the opportunities for CACTUS involvement on campus, and to develop programs of on-campus activity. As an initial task, Campus Projects has undertaken a comprehensive study of student attitudes at Tulane. The results of this research will be available to anyone, and it will enable CACTUS to better evaluate the desires and needs of our students, leading to the development of campus programs.

In addition, CACTUS, in cooperation with the Sub-Committee on Minority Employment, is preparing a booklet for distribution to all wage and staff employees at the University. This booklet will contain information on obtaining such community resources as legal aid, health care, and family assistance.

In the community as well as on campus, CACTUS is expanding to provide types of involvement different from those that have been offered in the past. This year CACTUS was allowed direct input into a citizen's planning group when it was given a seat on the Regional Planning Forum. This year a major part of the Forum's activities revolved around the controversial Mississippi River bridge crossings. Hopefully, opportunities for direct student participation in decision-making bodies in the community will increase in the future. In another new type of involvement for the organization, CACTUS worked with Tulane law students in the setting up and operation of the Legal Referral Service of the Mardi Gras Coalition, providing legal assistance to hundreds of people during the holiday period. In addition, Volunteer Clearinghouse, a new CACTUS program, is providing students to fill specialized volunteer positions throughout the city.

These are but a few of the many new directions that CACTUS has explored and must continue to explore in the future. The possibilities for different types of student involvement and input into the community and campus are great.



community action council of tulane university students

Recently CACTUS has been emphasizing its new directions. These are, of course, important to the organization, equally important are the regular programs in which a majority of the CACTUS members participate. These projects have proven to be worthwhile for both the Tulane students as well as the recipients of the aid, and are continued because they can effectively fill needs. Project Opportunity, CACTUS' first program, graduated its first group of high school seniors last year. 32 of the 33 seniors currently attend college, and these seniors were able to generate $45,000 in first year financial aid.

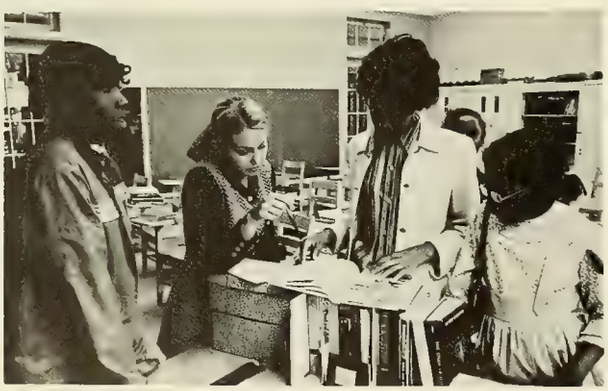
Project DARE, expanded this year to include two schools, McDonogh 15 in the French Quarter as well as Henderson Dunn in the Desire Area, is beneficial to and enjoyed by the children, and parents and school officials believe it is a great experience.

CACTUS volunteers to Kingsley House have provided tutorial and recreational services needed by this settlement house in the Irish Channel.

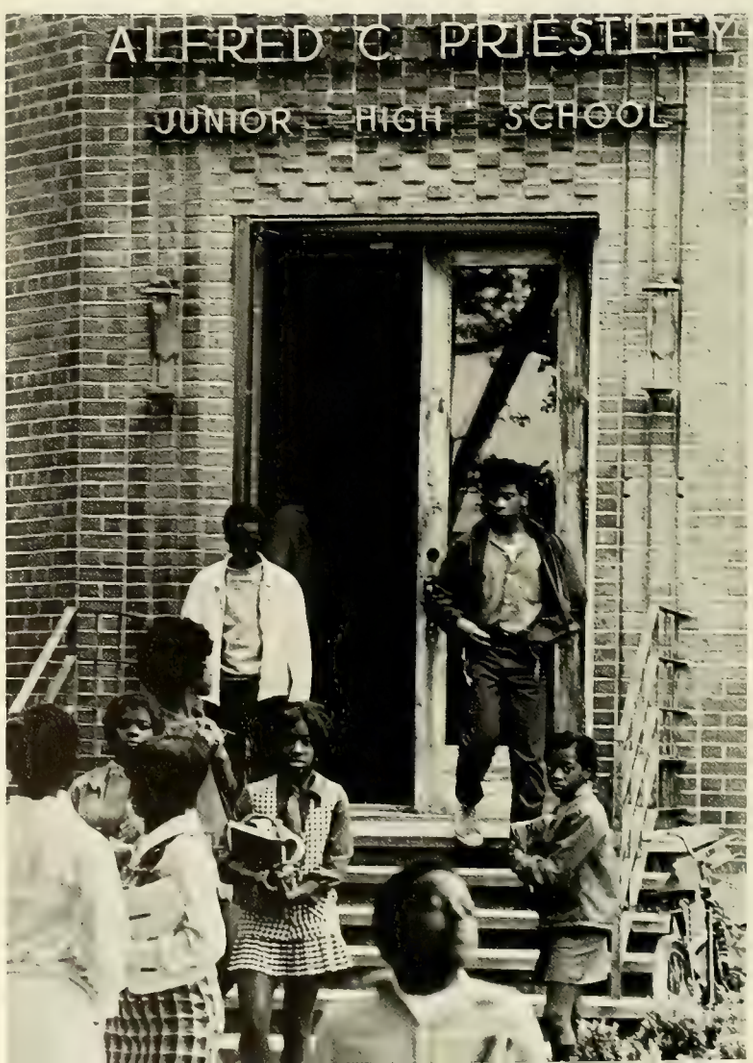
In CACTUS' earliest days, many people expected infant mortality to strike the organization at any time. However, during the early stages of the group, there were enough people dedicated to the CACTUS concept to see that this potential problem was overcome. Since then, involvement in CACTUS has grown at a rate to insure its continuance. But this has caused many problems to arise in the organization. Solutions to very mechanical problems, such as maintaining good volunteer records, are easy to implement; the most difficult problems arise in the fact that CACTUS programming involves interpersonal relationships, where motivational factors, expectations, dedication, and personality differences all come into play. Progress has been made in being able to employ these factors to the benefit of the organization, but often a conflict arises. This is the organization problem to which CACTUS must continue to direct itself, in order to be as effective as it possibly can.

The time of hard decisions is not over for CACTUS. CACTUS must continue to be self-critical to work for better programs and be searching for new ideas which meet needs of the campus or community, and fit student interests. By its very nature, CACTUS must continually change in order to achieve its goals. In ten years CACTUS may still be using "The Thorn in the Side of Indifference" as its slogan, but the thorns and the sides will be different—if they weren't, CACTUS would not exist.

—John Carey
A & S '71















·community action [illegible] of tulane university students·

STOPPING TO THINK ABOUT IT AGAIN ...

BY JERRY BLACKMAN



ONE score and two years ago, I played Doctor-Dan-the-Band-age-Man and decided, in a moment of ridiculous grandiosity, that I wanted to be a physician.

Two years later, I underwent some interviews that were pregnant with foreshadowing. A favorite question at these "talks" was always why I wanted to be a doctor. At the time, the answer that that's what my daddy did seemed quite adequate. Another point which appeared to impress my judges was that I had instigated original research into Little Golden Books, built my own log cabins, and even experimented with handwriting.

Needless to say, (pardon the pretention) I was easily accepted that year to the P.S. 38 Queens Kindergarten (it may be that the letter of Rec. from the Chief of Nursery School helped a little), and began the arduous graded educational journey culminating with, as I Freudianly slipped often in later years, med stool.

I turned to find my hand below my waist and the surgical scrub nurse yelling at me to quickly divest, depressurize, and desist the "Field," or something. I informed her that I was an expert puzzle-fixer. She asked (exclaimed!) "Where'd YOU go t' skewl, bo-eh?" I answered proudly, "P.S. 38." Later, the surgeon supported my ego by reassuring me that he felt I had the hands of a psychiatrist.

I began to perceive that time had not been at all quantized, for the years of primary, secondary, tertiary, and the first three years of quaternary amentia had obiously congealed and clotted in my mind. Only scattered were debris of a spelling bee, swim meet, high school play, physics instructor vague football games, a dismembered corpse in the lab, a search for the obex snoring in boredom of the dog, grey-yellow nights of slides and neck-a midnight mornings with needles, noise and nu in a fetid fecal-odored ward, writing and achinç enduring professors who didn't believe in psychiatry or abortions. Newcomb girls who didn't believe in God or fellatio.

Of a sudden, it is all interesting cocktail clack; the past, whatever your favorite metaphor, is gone, the long proverbial road everyone always talked about lies more in the crevasse that follows each footstep. The future may not be quantized, either; especially the next four to ten years, which I will spend in further training—with the everpresent, non-belabored hope that I am not squandering the best years of my life in preparation for the worst.

HISTORY NIGHTMARE*



Doctor: Hello there. What's the trouble?
Patient: That's for you to find out, ain't it, Doc
Doc: Yes. Uh-huh. What I mean is, how you feelin'?

Doc: Where?
Pt: All over.
Doc: Any specific pain?
Pt: Oh no. I just hurt from my head to my toes.

PATIENT

DOCTOR

Doc: Can you describe the pain?

Doc: How long have you been feeling this way?

Doc: What I mean is, how long have you had this pain?
Pt: Oh, I'd say since about the time when I got sick.
Doc: And when was that?

Doc: Well, how old is the child now?

Doc: OK. Let's try another approach—Are there any members of your family who are or have been sick with this type of thing?

Doc: Have you ever been in this hospital before?
s about four years old.
Doc: Why was that?

Doc: Excuse me a moment.
Pt: What's the trouble?
Doc: I have a headache.
w long have you been feelin' this way?

*Written in Sophomore year, while on the wards awaiting instructor the first day of Physical Diagnosis. We were to begin that day to apply the history-taking method we had been taught to real people.

LOVE

The chimera fibrillates
On a filionyx agar
And flaunts its papillary nebulae
At the mediastinal flaw.

The arytenoid emanates
A deep pleural spasm:
A cataplectic murmur
From philiogenic entombment.

As anarthria bows
To pterygoid transmutation
Of the ablated embolus,
The sceptre speaks.

10/30/67

GOODBYE, ZEAL.

When digitalis left me cold,
I tried an hour of Donne;
And realized, thus, anon, behold:
That school just is not fun.

As basic sciences are pedantic
and bore for factuality,
So the humanities crawl in semantic
Paradox and generality.

I thought—To transcend Medicine!
—The world of live or die . . .
In novel class, I found but Sin,
Reality, and Why.

Oh sad, that after years to train
Through studies long and grueling,
To come to terms with one's own brain
That's learned to loathe all schooling.

4/4/69



REFLECTIONS ON A 1-DAY VACATION.

Fastly free
  fixed at anonymity
    in the tornado of time

Ecstatically alea
  with unit homonymity
    and indulgence of prime

Diseased of delight
  fever of nothingness
    convulsant with relief

Triumphantly trite
  afloat in the meaningless
    devoid of belief

One pillow-case-calm night;
  then back to parading
    the plague of ambition

In the prescribed rite
  of Thirst mascarading
    with false deglutition.

1/70



SUTURING LEON

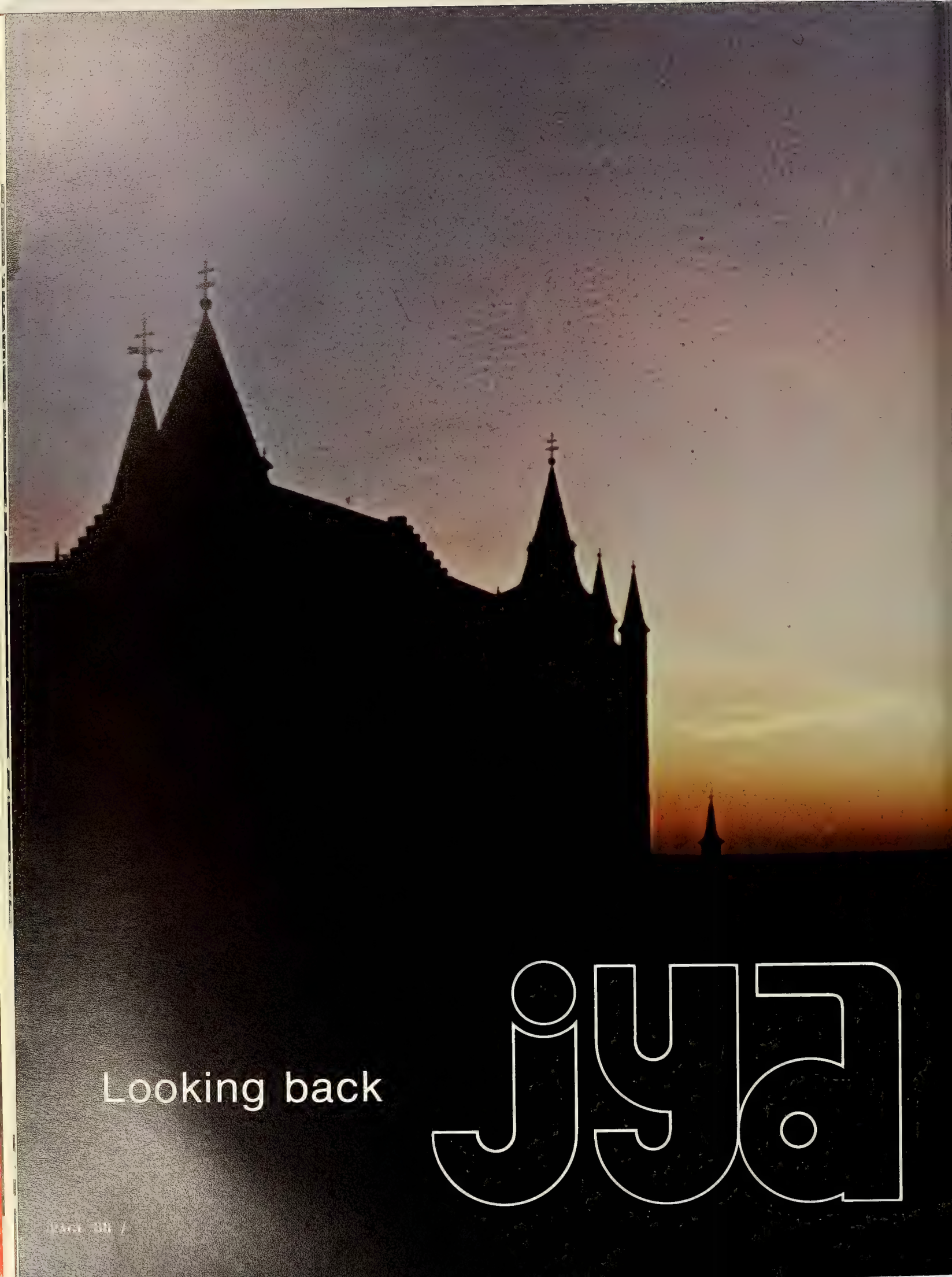
Drugged and lacerated
Bundled like a bunny
in a straight-jacket of stupor
and silent pain
he sleeps.

O Mother,
thou wouldst leave little bunting for
an obscene phone call
Leave him to the merciless guilt-laden hands
of the amateur seamster
equipped with hypo and masked with gown.

In a tile torture cubicle
seeming punishment
for defending Quijote
this chamber of screams
incongruity intrinsic
poverty prolific
ignorance staple

the eye meticulously mended
the Selvage rebeckons
needle-tracks
drunken-auto gash
stab to the stomach
hatchet to the head
bullet to the groin
O, Mother
for which atrocity
in his personal melodramic
will he next call.

Emergency Room,
Charity, 5/19/70


Looking back
jya



It is a year to know loneliness; to feel it envelope you in the chill romance of more light rains than you thought possible, or to recognize it through the incomparable joy of meeting up with a friend and the two of you setting off to visit cities you may still feel you had no right to see; for the cities were there long before you and will not change with your coming, and there is something profane in your American newness and glitter which you wish you could shake, leave hidden in an Austrian snow or up in the room in your pension.

But then again, the cities are too grand to be harried by your small vulgarity.

And, strangely enough, it is a year to feel the surprise in yourself when you look at the stone turned into a man by a mere man, and a cathedral, god, the cathedrals, and a painting, and you fight the tears and the awe in admitting that there had to be something somewhere, some glorious meaning—maybe in the artists themselves, or maybe they knew what it was, and maybe you're closer to it now for being closer to them. You do know, and you feel yourself becoming so very much greater and smaller as you realize, and your interests increase five fold and your emotions ten.

And then, if you're lucky and if you're willing, and we all were, you have become a part of it all and you can see the difference between you and the visitors, and you're proud and humble, and independent, and so much older, and some of it even remains through the beating you take in coming home.

—Rick Drake, A & S '71
University of Hamburg
1969-1970



poem written in paris café

sitting in a café
rue Dante
parispicturesque
the thing
to do
you know
writing a poem
bitchy mood
couldbeanywhere
sitting alone in pariscafélife
writing a poem
the thing
you know
to do
doing nothing
only wasting paperthoughts
sitting alone in pariscafélife
writing a poem about:
writing a poem
you know
the thing
to do

café select, blvd. montparnasse

sipping days
hours
blinks

afternoon poured by sighing
into mist of hot wine thoughts
eyeing through café-window passing
in and out of café-world
to streetworld
some never voyaged near our land
we scanned the universe
of us
touching very little
maybe even then too much
of what never has an answer
we did not save the world
nor try to save ourselves
the trouble
of asking the question
only our empty wineglasses know

champsélyséeseyes

champsélyséeseyeslife peopling through eyemind
parisdrunk on peoplesights impressions
heavy air-incensed jasminemist
greenjade-screened city
mystery-clung spectred lovestoned city
walking down champsélysées
fractionglimpsed eyes of one whom i loved splitsecondly
rushdistance crowdfaced hypnotized
unspeakable
ohiloveyou champsélyséeseyes
forever
i'll search everywhere for your holygraillove
craning through street-throngs métrobodies
until i find you
or
something approximate

la pubelle

below
boul' miche street
so winterbarren yesterday
is today
springreened of monet tints
leafbrushed thickly
on canvasbarked branches
splotched yellow sometimes
blossoms

dogs shit on sidewalks
for unwary pedestrians
bereted frenchmen pee in pissoirs
one can whiff it in the parisair
perfumed with channel or st. laurent

and from my windowseat
i see irontip of eiffel tower
peek above parisgray rooftops
as i spysecretly on sunset pinktinge
a whitebent man with
red-and-green-plaid sack
crookedly rumages in garbage can
across the street
for something
he doesn't find
so leaves
without
putting back the lid

—**Nancy Harris**, Newcomb '71
Sorbonne, 1969-1970



I spent my first two years at Newcomb learning to be a clock-watcher. Having to cram five courses into 960 minutes of my working day, my life ran on a schedule so that not one productive moment would be lost. With such efficiency, I became what was demanded of me, an academic machine of mass production. Not until my Junior year abroad in England did I bury my clocks and discover people.

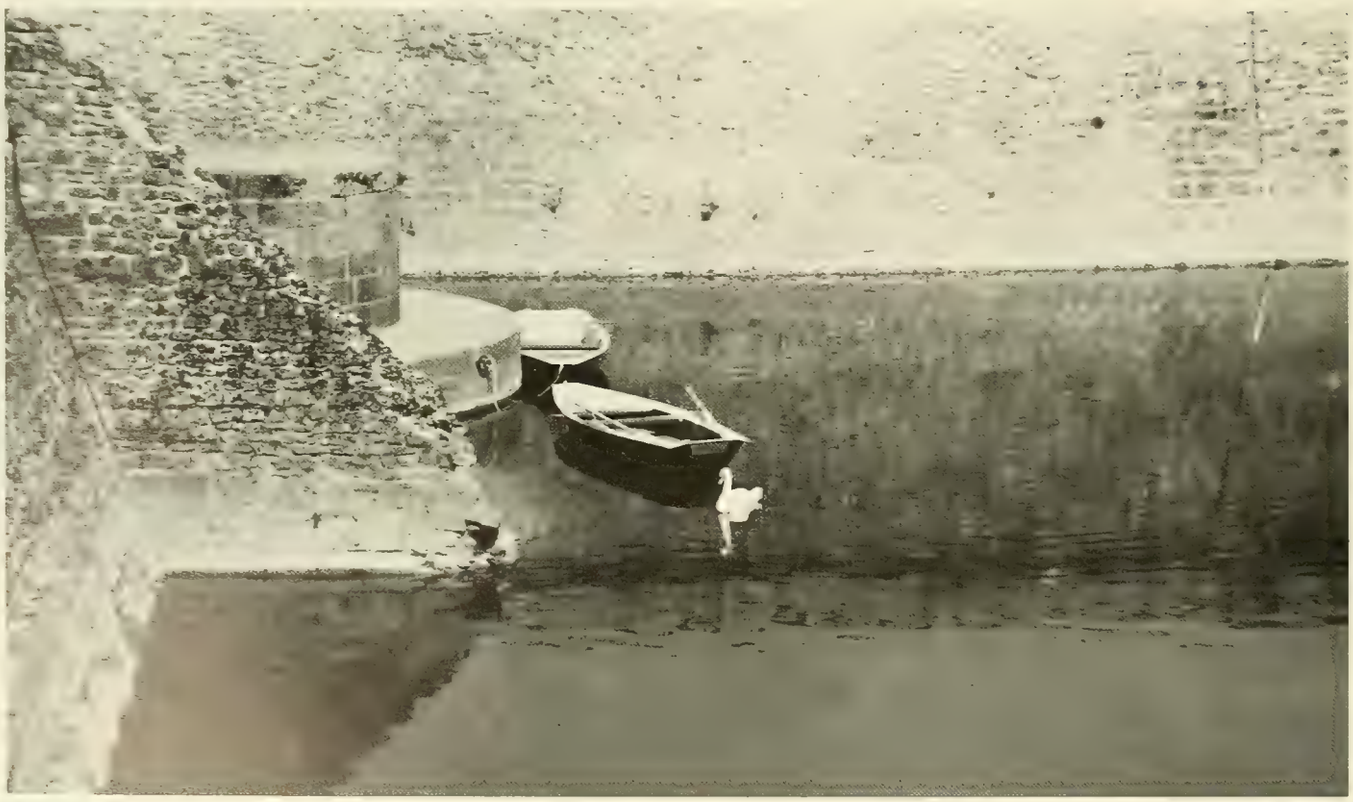
"Man should not live by the clock alone." This is perhaps the most valuable lesson I learned from the English. Time became dependant not on the passing of minutes, but on the experiences that occurred within those minutes, experiences that transcended the purely academic sphere and involved "living in the moment with people."

Such experiences were possible in an educational environment that placed more emphasis on independant studies than required assignments, more emphasis on creative thinking than memory skills; a system where pressure is an American word. I do not mean to idealize the English system, for in several areas it is weak. But I do think the confidence given to the student to create his own learning schedule promotes a much healthier attitude towards time.

The British students seemed to place as much importance on hours spent in discussion during coffee breaks as on hours spent in the isolation of books and the library. As a consequence, the learning experience became not a mere compartment of one's life, but a total activity. Returning to New Orleans, I can feel myself being caught up again in the clockwork machinery. One hopeful note is that the clocks in the library are never on time.

—Nora Riley, Newcomb '71
University of East Anglia,
1969-1970







Each returning Junior Year Abroad student returns to Tulane his senior year with his own set of memorabilia. Each underwent a separate and unique experience, and I can only talk about how living abroad affected me personally.

First of all, you notice the differences in the educational system. The British system encourages much more initiative on the part of the student. He is not constantly deluged with bi-weekly quizzes or mid-terms in each subject. Indeed, many students in the liberal arts, like myself, had only one battery of examinations (in May and June), covering the course work for the entire year. The students thus have much more opportunity to ration their own time, and can, for instance, spend a few weeks going into depth in just one of his courses he is interested in following up.

All final examinations are essay, giving the student a wide range of questions from which to pick. It is assumed that he will have a basic understanding of his course; so rather than examining a superficial knowledge of the entire course, finals test students in several particular aspects of the course which the student himself picks to study.

Instead of quizzes, term papers are stressed and tutorials are offered with specialists in your field. Extensive outside reading is required, but you don't notice how much you are reading because you are picking out the books you want to read, rather than having a single textbook you have to memorize the night before a test.

You are not as dependent on the professor for learning his interpretation of a work of literature or of a period of history. Instead, you are forced into making your own interpretations and defending them in your papers and in your discussions with your tutor. Thus, individual research is stressed, and not simply copying down a lecturer's notes and memorizing his own point of view and his own bias.

You emerge from your year of study with a feeling that perhaps you have not learned more individual facts or picky details that you can recall at a moment's notice, but that you have certainly made your own opinion, formed your own interpretation. This gives you a much greater pride of accomplishment and scholarly feeling than you usually get in an undergraduate American institution.

What, though, is it like to live in Europe for a year? First of all, you realize that you cannot possibly hope to comprehend a foreign culture, to immerse yourself in it completely and to understand it fully without living there for an extended period of time. You can truly understand neither Shakespeare nor the British general election without having experienced England. Indeed a year seems really so short! But how much better it is than simply going over in the summer, travelling around with other Americans, rapping with them, visiting the typical American college summer tour haunts: 14 countries in 21 days! You can understand English history and politics, English literature—indeed, the English themselves—only by being constantly bombarded by the same impressions and feeling the same pressures they do, on a day-to-day basis, certainly not by staying at the London Hilton for a week.

The University hall is a great place to meet people. You actually get to know all the people in the hall. Mine was a typical example. I was the hall Yank. The rest of the residents were English, about 160 of them, together with about 20 Scots, two Nigerians, a Syrian, two Melanese, a Welshman and a Russian. The hall is much more of an integral unit in England than the dormitory is here in the U.S. We ate out meals together, we studied and played together. There was no central campus at my university (typically so in England) it was a 20 minute walk to the classroom buildings and the halls themselves were separated from each other. You gradually become Anglicized after about five or six months there. On weekends we would roam the Yorkshire moors.

I miss it all.

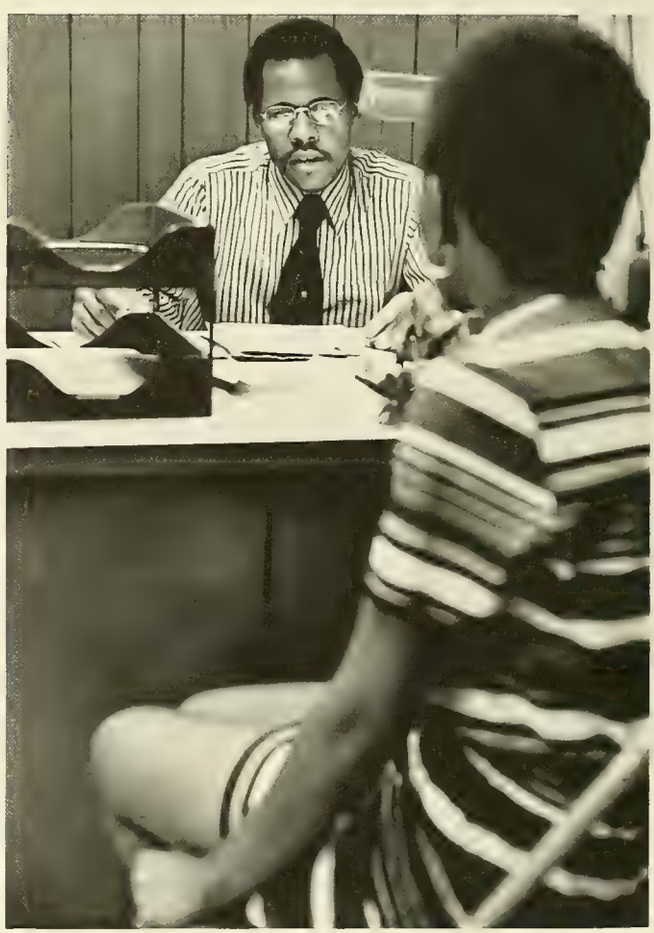
Jim Dalfares, A. & S. '71
University of Sheffield,
1969-1970

LAW AND THE PUBLIC

Law students are often accused of living in oblivion to the community and the campus. Yet, two of the last three presidents of the Tulane Student Senate were law students. This year's head of the University Center Board is a law student. And the Direction program was conceived, organized, and still is staffed in important roles by law students.

More dramatic, however, are law students' activities off campus. For example, this year they created a Consumer Protection Clinic, under the auspices of the Law School, to help wage the consumers' war for better products and less abuses. At present, the Clinic involves only law students, but soon it will include students from other schools in the University. Already, it has valuably aided many harried consumers and, in the process, afforded students practical experience in a widening area of law.

The most important work by law students this year came via the internship some clinic members served with the New Orleans Legal Assistance Corporation. Through this organization, students worked in neighborhood offices, advising consumers of their rights and remedies for certain problems. In another area, other students formed a research team to study and evaluate data on specific consumer problems. This team focuses upon a particular area each year, and in its first year has analyzed credit practices and debt collection measures in New Orleans.





In the future, Clinic members will move into consumer education, hoping to make people more aware of comparison shopping, and of typical fraud practices, and of what they can do to fight them. Finally, the Clinic will examine existing legislation to help draft new laws. This work comes from careful economic and legal research, and may prove a useful tool in guiding local legislative action.



LAW AND THE PUBLIC



While consumer problems occupy some students, others work in programs aimed at securing the due process rights of the poor. The Release On Recognizance program has helped many people charged with crimes to secure bail for which they are eligible, but too poor to afford. The Constitution assures a quick trial and a fair judicial process; both assurances however, are abrased when they must sit in jail for weeks and even months awaiting trial, merely because they could not afford bail.

Under tightly supervised government procedures, students help to secure the release, on their recognizance, of some of these indigents. To qualify, the indigent must show ties to the community strong enough to insure a high chance that he will turn up at his trial. To date, the program has proved a large success.

In another dramatic development this spring, the Louisiana Supreme Court ruled to permit students an opportunity by which they can tell prospective employers they've had actual courtroom experience. Under the supervision of practicing attorneys, seniors can now work in civil cases that do not involve a fee, and in some criminal cases. In the criminal area, they can work for either the defense or the prosecution. This program is a unique educational venture that should also aid defendants whose cases require close attention, but who cannot afford a good lawyer. It will be run under the

Rights of an Arrested Person:

1. You have the right to use the telephone;
2. You need not make any statement; that is, you have a right to remain silent;
3. Anything you say may be used against you in trial;
4. You have a right to consult with and obtain the advice of an attorney, before answering any questions;
5. If you cannot afford an attorney, the court will obtain an attorney to represent you and advise you;
6. You have a right to have your attorney or an appointed attorney present at the time of any questioning or giving of any statements;
7. If you are charged with a felony, you have a right to request a preliminary examination by a magistrate;

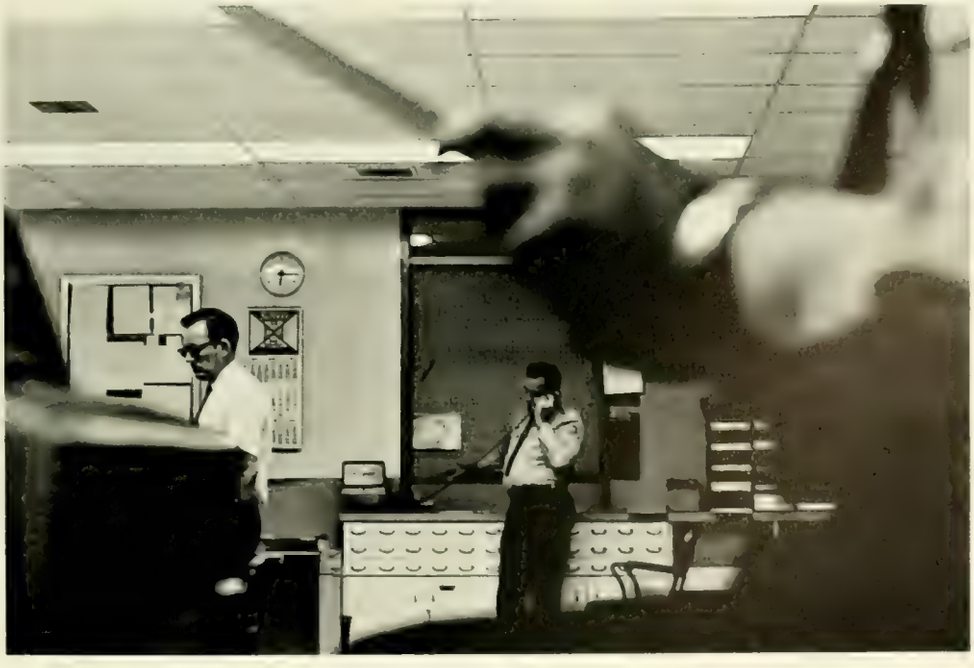
DEPARTMENT OF POLICE
CITY OF NEW ORLEANS

JOSEPH I GIARRUSSO
SUPERINTENDENT

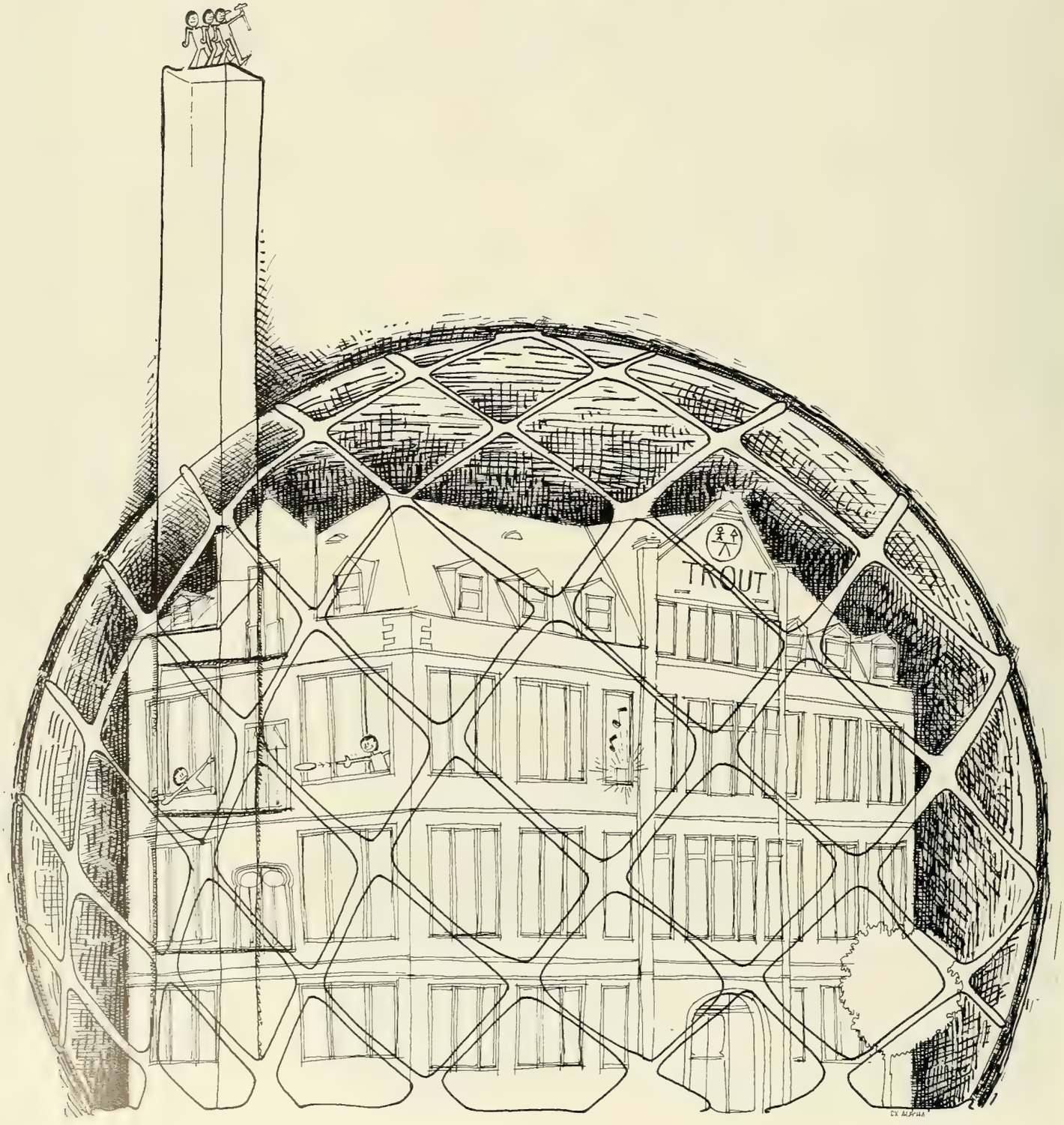
auspices of the law school and the Moot Court, and honors organization that provides training and experience in trial work.

These activities represent a shift from what law students have long been taught to do. Obligations to scholarship are not, however, less today. But when the Law School moved this fall into its new quarters in the former library building, it moved also into a new era. The curriculum is much expanded, and new programs such as these now exist to carry students to new steps beyond the confines of the classroom, affording them practical education and the community needed and constructive services.

—James Farwell
Law '71



ARCHI



TECTURE

evolution beyond all precedent

"We stand with one foot in the Renaissance and the other in a world which announces itself through the most profound social and technological revolution in man's history. It is an evolutionary revolution, but unlike any before, the pace of the evolution is accelerated beyond all prior precedent."

It was as an effort to respond to the changes referred to in the above by the late John W. Lawrence, Dean of the School of Architecture, that a reevaluation and modification of the structure of the School has occurred. Buildings do not exist independent of their surroundings; they must be woven into the intricate fabric created by an ever increasingly complex culture.

In recent years, questions have been raised concerning the environment which is being created, and the needs of the people who live in it. During the past two years, through the efforts of both students and faculty, the School of Architecture embarked on its reevaluation.

A curriculum committee consisting of students and faculty was established, and questionaires were distributed to help determine what courses shoud be added, changed or dropped to make the curriculum more relevant to the students' needs. Under the resulting changes, certain humanity and science requirements were reduced. Increased emphasis has been placed on conceptual sketches and drawings in the early years of study and the understanding of present problems, as well as some glimpse of possible future problems through reading and lectures.

Technical knowledge such as structural and mechanical systems is also being made available at an earlier point in the curriculum, serving multipurpose objectives. Not only does it give the student tangible knowledge and materials with which to work, but it also allows more time in later years for investigation into other fields.

A seminar system through which students study fields such as real estate, financing, urban sociology, and the use of computers in program analysis has been established and is on an elective basis. The seminar system also allows for the exchange of ideas between students and professors on a more informal basis.

A platform system, allowing students who have completed their sophomore year to choose their design instructor and projects, is being tested.

Combined, these changes present more relevant information to the student faster and allows more freedom in developing particular interests.

Each problem issued in design class has a myriad of solutions, each having its own merits and weaknesses. By analysis of varying solutions and the testing and exchanging of ideas between students and professors of different backgrounds and experiences, students are taught to think in conceptual form and to make decisions without attempting to reach predetermined answers, hopefully developing within the student a mental process applicable to future problems regardless of their nature.

The School periodically tests theories developed in the academic atmosphere against existing problems, such as QUARTERFRONT, a study of the Vieux Carre Riverfront, and takes part in community activities such as Metro-Link, a local Community Design Center. Under the River Front Project alternate designs for an expressway along the riverside of the Vieux Carre and the impact of each on the Quarter were studied. Through Metro-Link, partically staffed with Tulane Architecture students, persons who would not normally have access to an architect's services may obtain it, and students hopefully acquire a better idea of problems facing the architect in the future.

Changes in the School of Architecture came about due to the inherent nature of the subject, the size of the student body, the near total autonomy





the School has within the University system, and an overall willingness, if not desire, on the part of the students and faculty to find and explore new ideas and methods for solving the problems facing the architect. The increased time students spend with each other and with professors is of major importance in that it allows for a more intense and extensive exchange of ideas than is found in the normal three day-a-week lecture. The future of the Tulane School of Architecture, as well as any educational institution, lies in the continuing exchange of ideas between students and professors, and the School's ability as a formal structure to remain philosophically open, allowing students and professors to project into the future and react in a responsible manner to the demands placed on them by their society.

The School of Architecture has made a conscientious effort to update the structure of its curriculum relative to the current changes and needs of our society. If the end product of a college education is to be an informed, thinking individual, all schools within this University would do well to undergo a similar periodic reevaluation.

— Knox Tumlin








FREE
UNIVERSITY

A SMALL group of Tulane graduate students, in an effort to provide educational alternatives in New Orleans, organized the New Orleans Free University. The concept of providing information so that people could find new and more suitable educational experiences was best put forth in the first catalog:

"As schools and universities respond inflexibly and unimaginatively to changing human needs, their unquestioned right to monopolize education becomes increasingly untenable. Communication between the growing numbers of those dissatisfied or alienated serves as catalyst to unite isolated efforts and thereby create a new form and style of education. The free school movement is an outgrowth of a new culture seeking to release the individual's perception from unnecessary constraints."

The Free University in the New Orleans area is a means of providing information which will enable people of diverse interests and backgrounds to interact creatively. Since course moderators are not paid, the F.U. attracts people committed to the intrinsic rewards of the learning process rather than to financial gain or status. All courses are free and non-credit and anyone may participate as instructor and/or student. Involvement in the F.U., whether teaching or learning, can begin to penetrate communication barriers and to reorient attitudes toward education.

The result of this effort so far has been the offering of courses ranging from film making to anarchism to transcendental meditation, and the involvement and interaction of students from all campuses in New Orleans, heads from the Quarter, and others. More than 50 people (though no Tulane faculty members) have taken the time to conduct courses. Free University is thus one of the all too scarce ways that Tulane extends itself as a true university should, even to those dissatisfied with it.

—Ben Weathersby




TULANE
UNIVERSITY
LOUISIANA

FRATERNI

HOW LONG

Fraternities have found, as have American troop commanders in Viet Nam, college administrators, and frustrated parents, that young people are a lot less willing to take orders without question than in the past. More aware, more articulate, more demanding than before, today's kids hesitate to accept established mores and authority at face value. They ask "why" and expect to be answered.

Inside they are growing and gaining an appreciation of their own complexities. They are reluctant to sacrifice their beings to the goals of a technological society, which are unexplained, not understood, often "plastic," and sometimes worthless. "Do your own thing" is the publically proclaimed method for developing the total personality and achieving a realization of self. Those who prohibit the implementation of this principle risk rejection by the youth culture.

The modern mood is anti-organizational because kids want individual freedom to create their own styles. But they are unsure of which direction to take. A few years ago, when conformity was not only acceptable, but necessary for social survival, security was available at a very small intellectual cost. In addition to a specified wardrobe, guaranteed to impress everyone on campus, fraternity men were provided with enough prestige and good times to make four years at college relatively painless.

This is no longer adequate for today's more serious and thought-probing students. They have found the traditional kibitzing and hell-raising a poor substitute for the meaning they are seeking.

Sensitive to criticisms that they are "irrelevant," fraternities are finding it necessary to adapt themselves to the changing tones. Aware of the antagonism towards stereotypes, the organizations are playing up individualism to attract new members and have become more tolerant of differences. They are trying to convince people that group participation does not necessarily mean a loss of identity.

The stringent enforcement of norms and mores in the House has dissipated because the whole thing is more "open" now. The House is requiring less of a total personality involvement, instead of the with-us-or-against-us attitude. The hard knocks caused by deactivation and loss of pledges last year made some fraternities realize the need for change.

Clearly the biggest problem facing the frats is the change in attitude of freshmen. Aside from being more inclined towards academics than in the past, freshmen are much more independent than before. They want to find out who they are without somebody telling, and they seem not to need the fraternity as an organization.

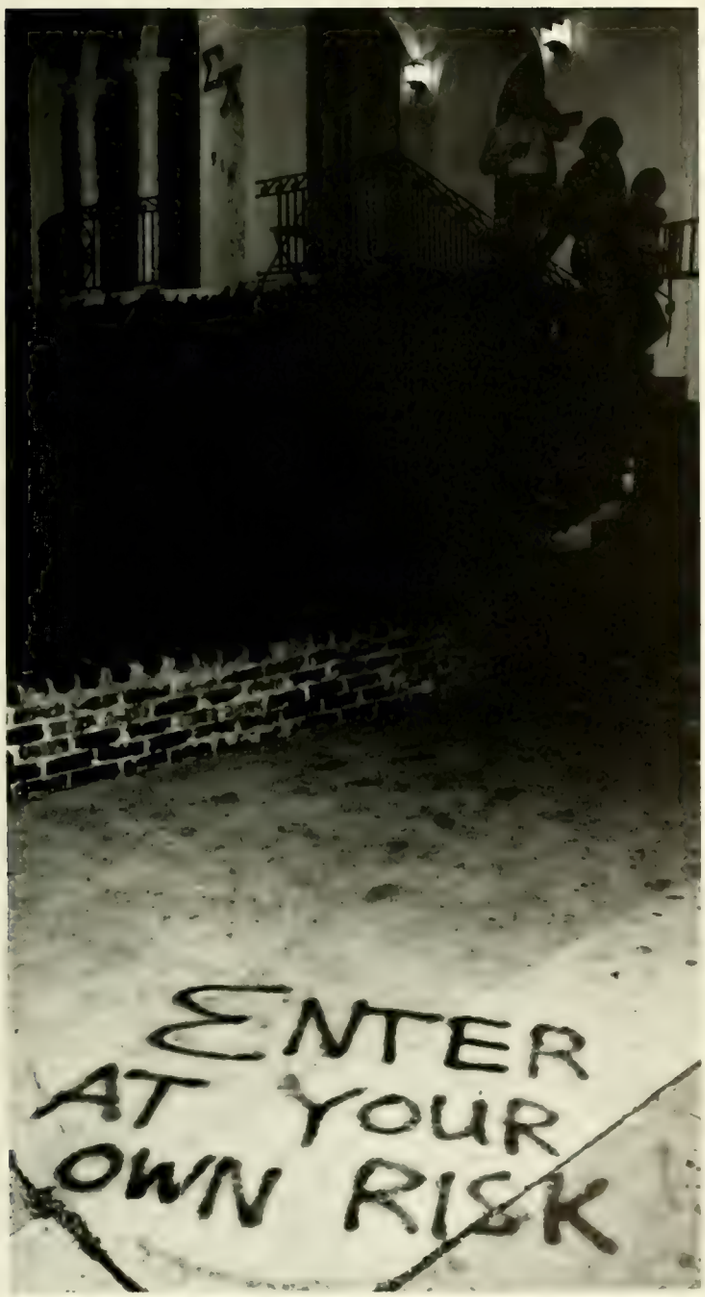
The mass media have had much to do with the awareness of young people, causing them to "grow up faster." Viewing the campus as an outlet for political expression, some incoming freshmen are questioning the purpose of an organization like the fraternity. People are scrutinizing the fraternities—questioning the system, and needing to be convinced. There are fewer people being shepherded in. However, more of those who came through rush were commited to joining and not just enjoying the parties. They were looking harder.

Some freshmen who have joined fraternities have made themselves heard. The freshmen of one fraternity last year were responsible for a change in the master-pledge relationship. By this year, all the fraternities have revamped their pledge programs to accommodate the changing youth. As one fraternity's rush chairman put it, "The pledges are a little smarter now. They know more about the world than they used to, and we can't tell them what to do. That's why we have to be more reasonable with them."

Apparently, the days when the pledges had to fetch

TIES

WILL THEY BE ABLE TO STAY?



matches, wash cars, do push-ups, and bounce balls on the end of their noses, are coming to a close. The trend is definitely away from the old hazing and personal servitude practices. The reason is simple—freshmen refuse to take it anymore.

Now, in many cases, the pledge period is limited to approximately six weeks, after which time the individual becomes an associate member. During this stage, unlike before, he is permitted to attend the meetings and have a voice. Some organizations permit their pledges to vote.

There was no big snow-job attempt on the part of fraternities this year during rush. A more informal, person-to-person, less expensive rush took place, instead of the orientation marathons of the past. The "hard sell" was abandoned in favor of something more casual and leisurely. Fraternities didn't go to the dorms to drag rushees out.

Previously, the pledge training was used to fulfill the somewhat sadistic needs of the active members. It is now aimed at the needs of the pledge, with the emphasis on the success experience, rather than failure. Where before antagonism was employed to unify the pledges as a class, new members are now integrated into the chapter as indiiduals.

The biggest change has been from the concept of "pledges until they prove themselves" to the concept of an individual within the fraternity to be educated in the workings of the structure. Indeed, several of the groups seem to be following this method.

In spite of these efforts, rush this year has not been as successful as in the past. The number of pledges this year reaches at least 300, whereas last year's total was over 100 people higher. These

FRATERNITIES

figures are somewhat misleading in that the present policy of open rush permits fraternities to take new members all year. What's more, though there have been various rumors circulating that said fraternities are on the decline, several organizations reported that they have more pledges in their organizations than before.

Some individuals pointed to the anti-fraternity literature that bombards freshmen as soon as they arrive on campus. The *Hullabaloo*, with its traditional editorial stand against the Greek system, was not popular among them. Another indicated that the inflationary tendencies in the National economy have affected the financial ability of people to join. The fraternity *is* a business organization too, and must have capital in order to run. At the same time, some point out, there was a definite reluctance on the part of actives last year to cough up the fees. The actives didn't feel they were getting enough out of it.

There is some concern that, with fraternities losing their grip on the campus, they may disappear completely within a matter of years. Most fraternity members believe that fraternities will last quite a while longer, though perhaps, not in their present form. In fact, most of the organizations seem to be getting away from the formality and ritual. There is less emphasis on fraternity structure; some don't bother with meetings.

One fraternity representative had some interesting comments to make about fraternities, aside from the point that he is against them. Students have gone through the social aspect in high school, and are now looking for something more, he explained. "You have to broaden the scope to keep them interested. The University should come first, and the fraternity, second. If the fraternity is going to be useful, it has to give something to the University, it has to start getting involved. The fraternity has been happy to be isolated, but it was always taking away."

It seems that now, a few fraternities are interested in taking the ideas of their individuals and turning them outside to deal with the more meaningful problems of today. Furthermore, these fraternities feel that they could fulfill some important roles that the University should be, but isn't, taking on, like academic counseling, particularly in regard to class selection.

Not all fraternity men feel that their organizations should have a deeper role in the University and society as a whole. Many believe that the fraternity's sole purpose is that of a social unit. Furthermore, the frats don't seem to be as progressive as all their stress on individualism and social awareness would indicate. There is some evidence of the traditional pranks like overturning Volkswagens, and customs like answering the phone Army-style, "This is pledge so-and-so. . ."

But the image of fraternities has been somewhat updated as they all have their share of long-haired people who wear bell-bottoms and peace symbols. "In frats," as one such person says, "if you used to use drugs, you were a freak; now, if you don't, you're a freak."

Fraternities can hardly be considered revolutionary with their acceptance of hairy people and trippers, since these are symbols of the modern age. In fact, it is clear that fraternities are struggling to keep up with the contemporary trends, rather than initiating any. It is difficult to measure how far fraternities have come from the old stereotype. What is most evident perhaps, is that there exists an understanding that to survive, they are going to have to adapt. Clearly, there are traces of the old image around. The interesting question is, "How long will they be able to stay?"

—Cindy Stevens
Newcomb '71





RUSH

Has the white-gloved image of sorority rush gotten slightly dirty? Has all the hand clapping become off-beat and the songs a little out of tune? Some people seem to think so. When rushees and actives wonder if it's real and pray for the day the whole affair will be over, it's time for a change. Their radical heritage is creeping out of the mothballs and, thank God, things are really changing. From faces and family to personality and intellect; from homogeneous milkshake organizations towards a diversified hodgepodge, the bonds of the goldfish swallowing days are fading into oblivion and the reincarnation of individualism is here.

Individualism that requires a rush geared to the selection of members for what they are, not who they know. A rush that says "this is what we've got and are offering you" instead of one that announces that "this is what we are and you will become." The focus of rush has shifted from clothes to the person, from "she's just *so* sweet" to intelligence, talent, abilities and interests.

Times have changed and people are concerned with finding out who they really are. The existence of sororities hinges on their part in helping to answer this question. It is to this role that the "new rush" is and has to be oriented. The modern version of rush must stress the freedom for growth in a sorority—that everyone doesn't hold their cigarette the same way or cross their legs in the identical fashion; that sororities want and need people who are different, who do question and sincerely want to find answers. Without this vitality, without these people who question, how can sororities ever find out what is real?

Something new had to be created, something that would put across this




All good
KKΓ.
All good girls
KKΓ.
All good g
KKΓ





necessity for vitality. And so a new method of rush was born—one where the emphasis is based on the individual,centered on finding out what makes a rushee tick, what does she have to offer the sorority and what can the sorority offer her. With birth came death—death to a great deal of trivia, a great deal of the superficial, the insignificant. Instead of the songs, skits and conversation have become centered around what the sorority has to offer, what it is and can be, why it is real.





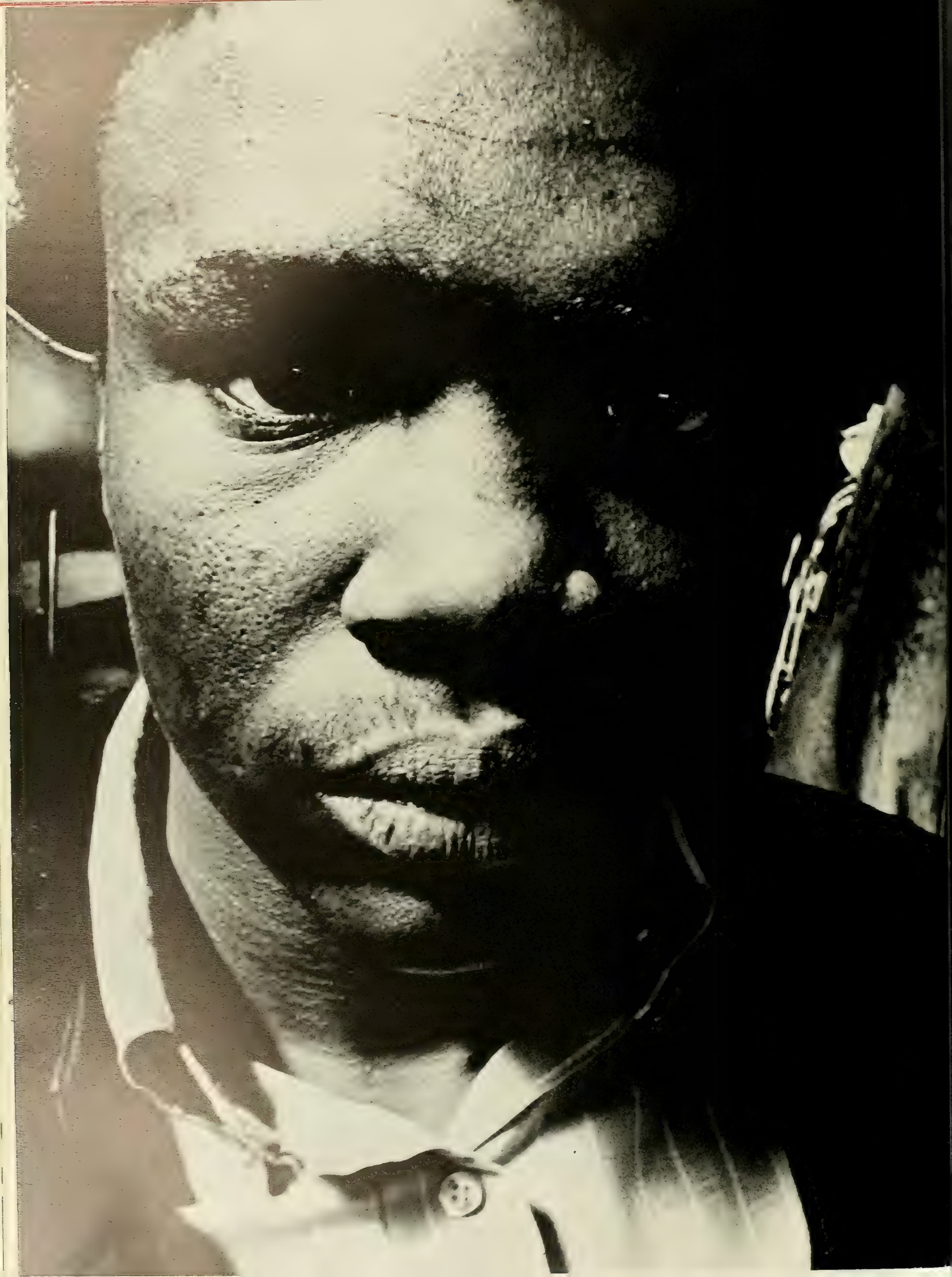
And so a metamorphosis has occurred. The cocoon that has encircled sororities and rush for so many years is beginning to crumble. What will emerge, only time will tell. Its form is beginning to appear, its wings are starting to break free from the bonds of the old lifeless cocoon. The change has occurred, but whether a butterfly or a moth emerges remains to be seen.

—Karen Lautz
Newcomb '73









IT'S ALL RIGHT

BY HAROLD SYLVESTER

It took a long time for Black people to realize that to actualize themselves was not to acculturate to White society. 400 long hard years have passed and finally we Black people can see ourselves through the camouflage of American Society.

We are different. Our Black skins and empty pockets set us apart from other Americans. Black people are not a part of the same apocalyptic intrigue that propels the world from one war to the next, from suicidal death to suicidal death. We have our own cause.



Black people at Tulane, as is evident by the chosen seclusion of the Afro-American Congress, struggle as do brothers and sisters all over the world to build our own empires. Resegregation? A sick word but call it what you will. Realize though that it is necessary in order for us to establish an identity strong enough to break the symbiosis that we have had with white society for much too long. We have been playing pseudo-masochistic games with each other for too long. What we want to do is stop the game, but if we can't, then we'll just have to reverse the order.

Being separate from the rest of society is nothing new for Black folks. We have been that way all along. The difference now is that we have *chosen* this way ourselves. We have

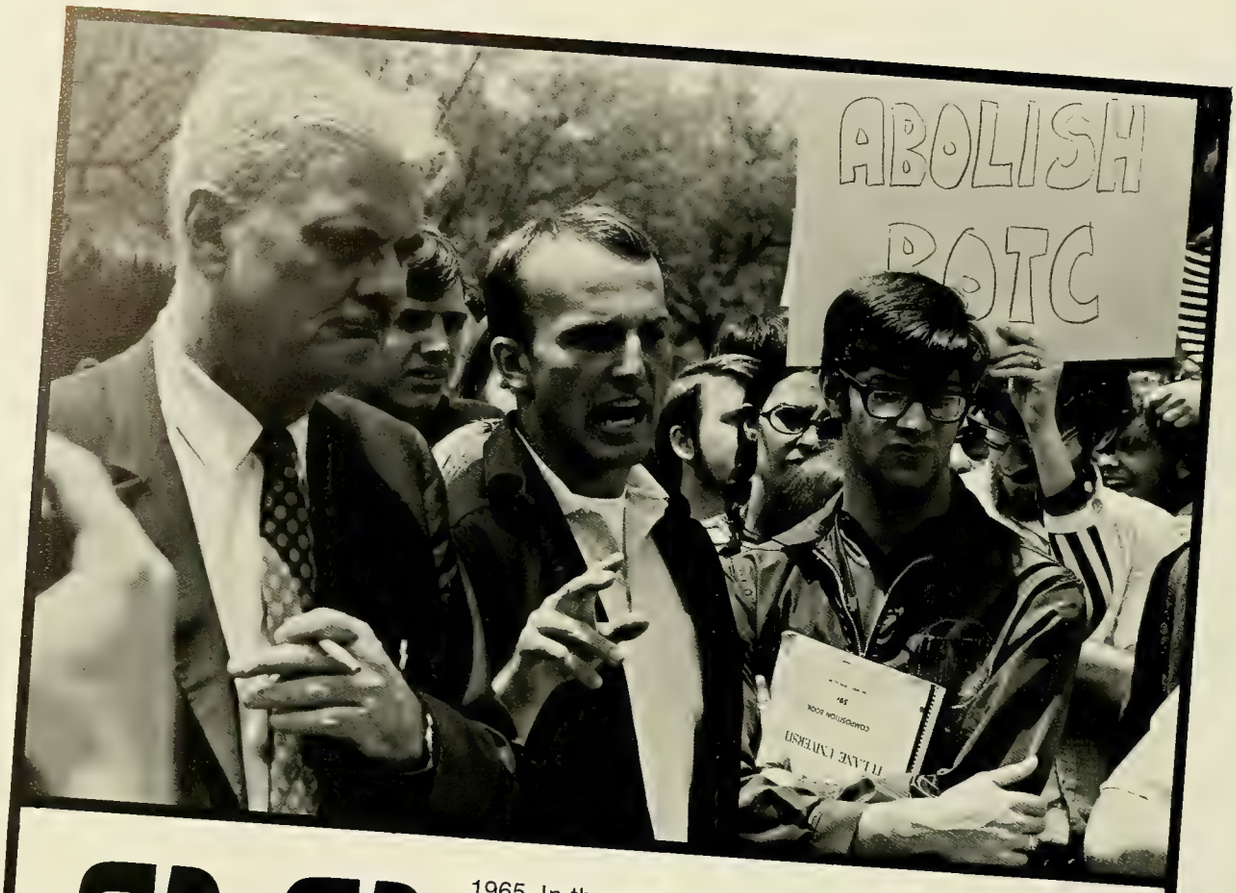


a new awareness of the fact that the rest of society is just not that pretty. We have had a good thing going for us for a long time. Black society is poetic. It is beautiful and dramatic. What we learn in a society is both good and bad. We sift through the mess and try to grasp what is good.

Black people know two worlds and their preference is obvious. Also it is obvious that we are living in a real world where all of the different groups have to compromise or destroy each other. We are not bent on destruction so we must compromise. Our compromise will no longer cause us an expense, for we have an Identity.

We know who we are.



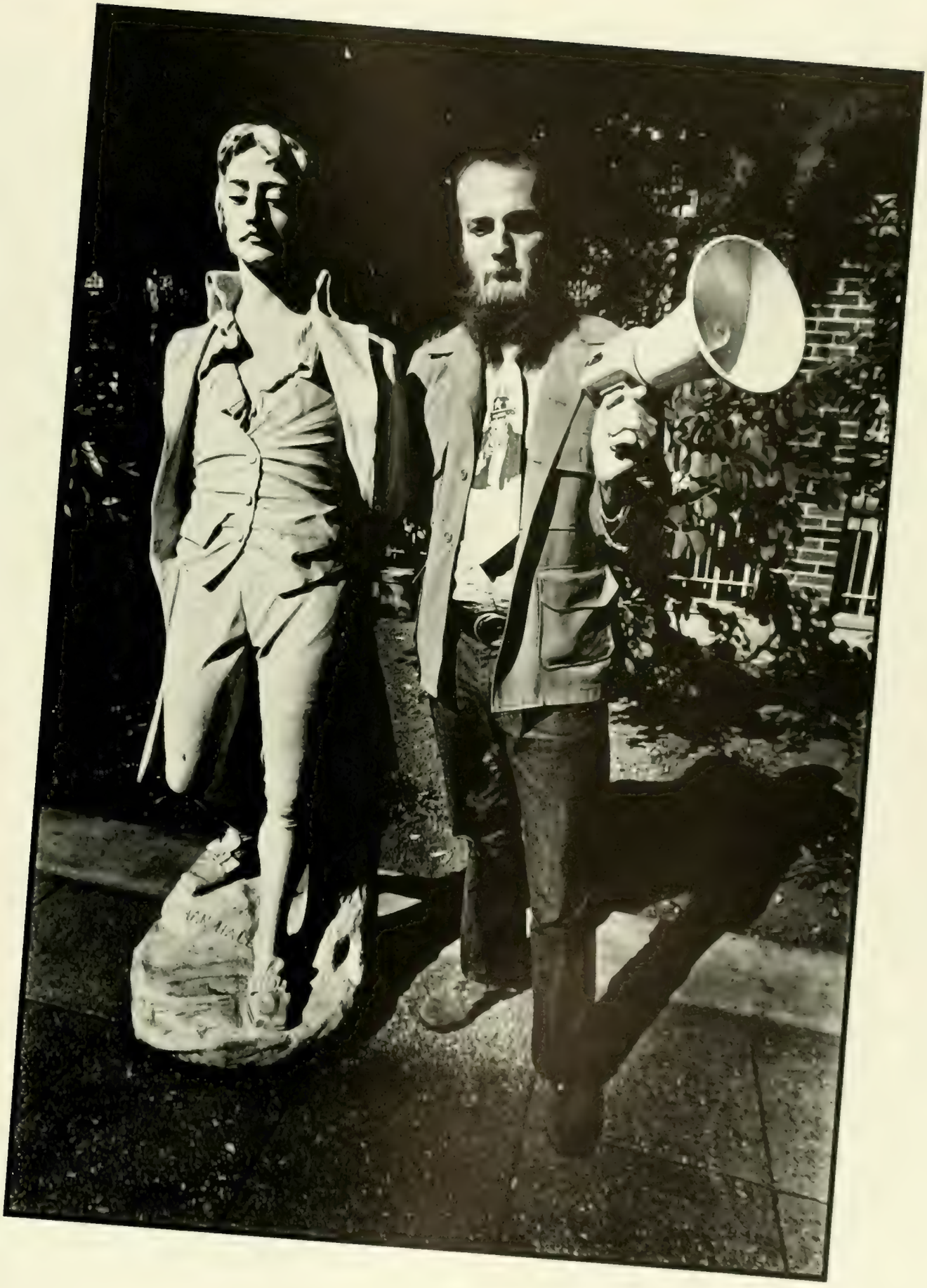


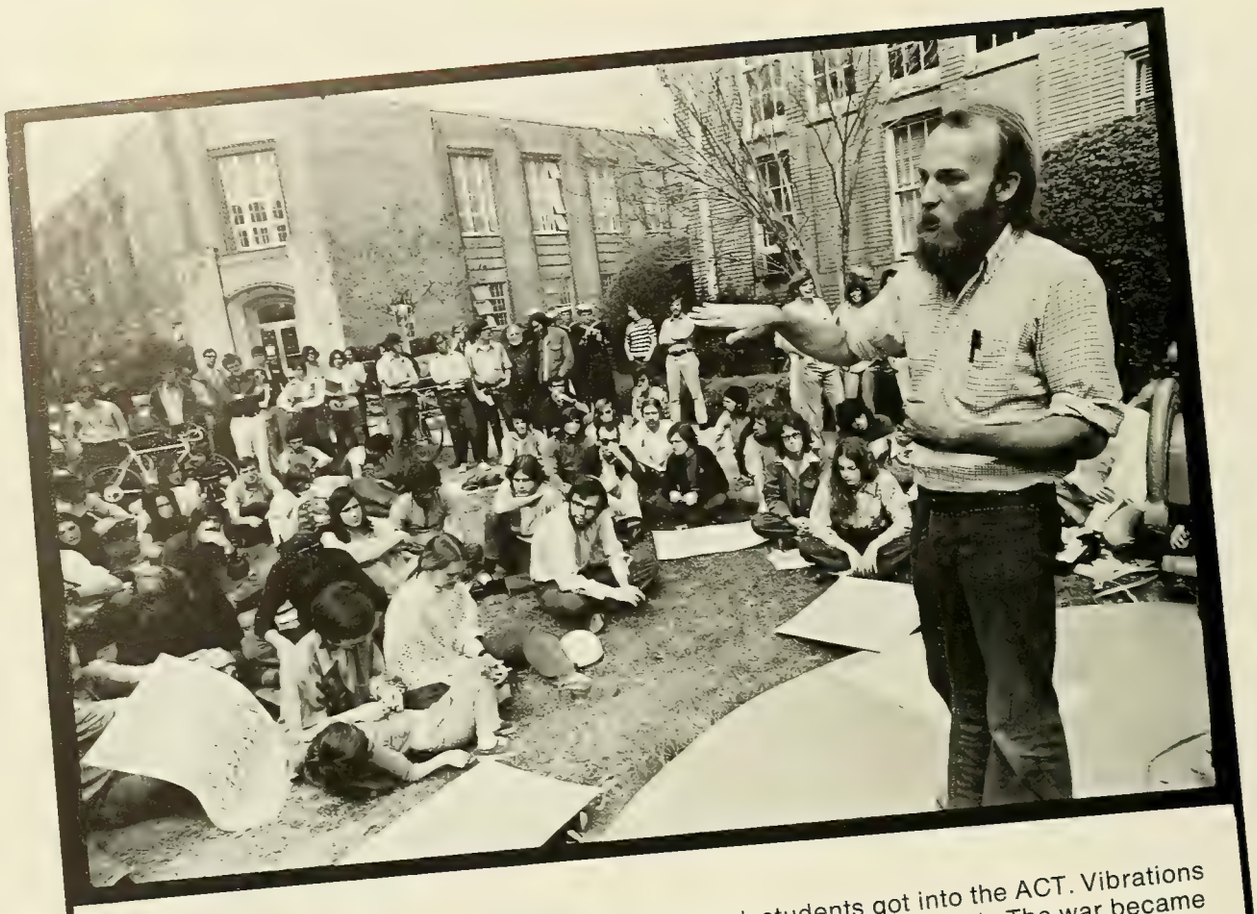
From the Village to the Dale

1965. In the warm January sunshine, I lost my West Point chill, and felt life resurge into my veins. Tulane looked like what a college was supposed to, compared to the Spartan village from whence I came. My education was before me, and I grew in excitement. The Free Speech movement had not yet been heard at Tulane, but the fraternity life blared forth with beer and good rock and roll. I left the tactics class at the academy and forgot about why we were in Vietnam. I left that problem to my classmates, along with our class motto—"None shall surpass the '67 Class." Since that time I have come to a greater understanding of both the war and the motto. My class was the one hardest hit in terms of casualties in the war. But I was safe in my garden of eden, clothed with a II-S.

The first time I came into contact with the administration other than the traffic ticket bureau, was over the issue of a fraternity party which resulted in the imposition of a one year social probation for my chapter, which was followed the next year by a total suspension of activities for a repeat of the "Debutramp." It was my first taste of the underground, and it was fun.

The underground grew slowly. The president of Pan Hell got busted, and was forced to resign. A few fraternity houses were under surveilance by the NOPD for suspected use of marihuana, and the paranoia began to build. With the heat beginning to hassle students off campus, and the growth of the use of mind effecting intoxicants on campus, the ghetto began to gestate. Following the episode of censorship of the alleged "obscene" *Hullabaloo* photographs, the annual spring round-up began.





The following fall SDS organized, and the black students got into the ACT. Vibrations were beginning to reach a high energy level. ROTC was under attack. The war became more unpopular. Spring erupted with rallys and sit-ins. The faculty discovered what their place was. Dr. Dubinsky and a handful of students were wiped out in the back lash of the Green Wave. While the administration felt the financial pinch brought on by the war, they dared not speak out, lest the University become "politicized."

Students returned to Tulane in the fall of 1969 pessimistic if they returned at all. Frustration grew as the war worsened. Tulane was darkened by the cloud of the possibility of censorship by the American Association of University Professors for its handling of the dismissal of a tenured faculty member over the recommendation of a ranking faculty committee. The Chicago 7 trial mocked the American judicial system. The secret plan to end the war remained a secret.

And then there was the Cambodian invasion, which triggered the American university into action. The war was brought home. But not the way we wanted. Kent State proved to us that to protest against the government's policy of the handling of the war meant that we were putting our lives on the line. A sense of outrage burst across the country, and hundreds of thousands rallied to Washington on a week's notice. The Tulane Liberation Front, fresh from its spring occupation of the Student Union, sent up a delegation of over 250. The University gave the students an option to finish the semester's work over the summer, and many took advantage of the offer. But the most important work done over the summer was the communication that was established during a week long workshop in July. Tulane had gone through two spring crises, one of which was handled poorly, and the other very well. As an institution, Tulane proved that it could survive by adapting.

That same summer the twenty-fifth anniversary of the bombing of Hiroshima was commemorated, and it was then that I fully understood the impact of being born on the day the atomic bomb was dropped. I have been told that my grandmother wanted to name me Adam, but I was never sure which spelling she meant.

R. Collin Vallee



The Tulane 'Jock'— Circa 1971



by Joel Henderson

Situation: Jim the Jock meets Walter the Whimp on the sidewalks of McAlister. Immediately a stereotype is formulated in the mind of each party. Walter the Whimp makes the assumption that Jim the Jock, along with his short hair, white socks, forty-four inch chest, and Tulane T-shirt, represents the lowest of Darwin's evolutionary forms. This assumption is due primarily to the concept that every Jock, the student athlete, is enrolled in the University College physical education program. The above concept is, however, more myth than reality.

In 1952, the University administrators decided to abolish the physical education major due to excessive expenditures by the Department of Athletics. With the abolition of the physical education major, Tulane began to fall to the lower rungs of the tough Southeastern Conference ladder. As the loyal supporters of Tulane football looked for a means of rebuilding Tulane as a football power, all roads seemed to lead to the reinstatement of the physical education major, in hopes of recruiting better athletes. The groups debating the issue were divided, it seems, into those who thought that a physical education program would be Tulane's "savior," and those who viewed a physical education program as disgraceful to the academic standards of their institution.



The University Self Study, completed in the summer of 1968, stated that "the immediate goal of the athletic program is to raise itself to a point of excellence that is compatible with the academic reputation of the University." Statistics prove that the reinstatement of the physical education major in 1968, under the auspices of the University College, was neither the "savior" of Tulane football, nor a disgrace to the University academically.

The question arises as to whether or not the success of Tulane football in 1970 was a direct result of the physical education major. A glance at the academic files of those men who made "1970: Year of the Green" a reality will answer the question. The 1970 Tulane Varsity Football team included some 85 student athletes with only 25 percent of the varsity team enrolled in the University College program, and 53 percent enrolled in the College of Arts and Sciences. The remaining 22 percent were enrolled in the School of Engineering.

Varsity football was not the only sport in which the physical education major represented a minority. In the minor sports—golf, swimming, tennis, and track—there are no men on athletic scholarships enrolled in the University College. Of those not on scholarship, only one in 20 is a phys.-ed. major. In the other two major sports, baseball and basketball, similar statistics can be found. Of those athletes playing baseball on scholarship, only three of 17 are enrolled in the University College. Only two out of 16 basketball players on scholarship are currently majoring in physical education.



The student athlete at Tulane seems to have been attracted to Tulane, not out of aspiration for a professional career, but primarily for the chance to receive a first-rate academic education in one of the University's fields of study. Athletes, upon arriving at Tulane, are not so naïve as to believe that their sole purpose here lies in the achievement of an athletic career. Instead, the athlete, just as the non-athlete, seeks first to receive a formal education.

Often the athlete perceives his role in the manner of the student who works his way through school via a part time job. A scholarship is not merely a gift; it encompasses many hours of fatiguing physical and mental work. Those athletes who truly wish to dedicate themselves to career work in the physical education field make use of the physical education program to achieve their goal. It is only right that such an institution as Tulane should offer these athletes this opportunity. The physical education major program is not a method for recruiting the less intelligent student athlete. Granted, there are those athletes who wish to study only physical education, but it is not true that physical education, in some form or fashion, is of interest to the majority in America's society?

Finally, as our athletic department shifts gear and moves into "1971, the Year of the Green Plus One," it must be stated that the return of the physical education major at Tulane University was not responsible for the success of Tulane football in 1970. Those who believe that the student athlete at Tulane is a detrimental academic figure are neither rational nor realistic. The reinstatement of the program at Tulane has not proven to be an academic handicap. Instead it seems that an element of pride might exist in the fact that a University which offers a physical education program, only about 25 percent of the athletes choose to take advantage of it. The remaining 75 percent of the student athletes are enrolled in the other academic fields of study.

The crux of the reinstatement controversy, however, seems to lie not in academics, but rather in finance. For the first time in many years, Tulane has tasted success on the gridiron, and has caught the whiff of post-season television revenues and gate receipts. There is little reason why this success cannot be continued. The nationwide telecast of the 1970 Liberty Bowl was a giant stride in elevating athletics to a level of quality compatible with the general "academic reputation" of the University. This stride was not accomplished by athletes per se, but by *student* athletes, with academic, as well as athletic pride.







RELIGION *AD HOC*



Like many traditions, the close bond between religion and man seems to be breaking. Religion has lost a great deal of its centrality and sacredness in campus life. The chaplains at Tulane, however, are attempting to recapture and revitalize this theological intimacy through their interdominational spirit.

Their endeavor is to spread this fellowship among the students, faculty and community by different activities. The religious centers have many levels of operation, some more manifest than others, which have as their central purpose the spiritual well-being of people on this campus. As one chaplain explained, "We do things in answer to needs as they arise, more on an *ad hoc* basis than on some kind of standing committee basis." Since the Chaplains realize that students often feel a sense of void and emptiness, they hope that the services provide a sense of belonging and a feeling of being accepted. Many centers are attempting to speak to the emotional and intellectual life of the students in the University in that the services are informal and direct.

Saturday or Sunday worship is not all that the Chaplains have to offer. In cooperation with the health services on campus, the centers provide counseling for their own denominations as well as counseling on a non-denominational basis in the new Chaplain's Counseling Center in the basement of Warren.

Other events consist of regularly scheduled suppers open to campus students, and a variety of speaker and lecture programs. Besides these, the Chaplains offer seminar courses on contemporary theologians and also on historical approaches to the Old Testament. In connection with these courses, one chaplain said that, "A student might choose to accept his faith or reject it, but at least he won't be ignorant of it." There is a profound need to be intellectually aware of religion in shaping our culture, as well as in the misshaping of it, independent of whether or not people "practice their faith."

—Diane Burnside
—Newcomb '71





ODE TO A NEWCOMB GIRL:

We'll sing you the story
Of Harriet Sophie
Who died at 15 in her bed
The grass grows above her
There's no one to love her
Now that she's buried and dead.

H. Sophie it's told
Was pure as gold
She was always innocent and gay
And then one night
Out of pure despite
She met Paul Tulane and away.

Now Paul he talked sweet
Swept her right off her feet
Her head was an innocent maze
Though J.L. had taught her
That she hadn't ought 'er
Poor Harriet Sophie got laid.

Paul gave her his kisses
If she'd be his missus
Would love her to eternity
But when came the dawn
Paul Tulane was gone
Leaving Sophie heartbroke with v.d.

One thing we're neglecting
Poor Sophie was expecting
There wasn't a thing to be done
She couldn't have marriage
So she had a miscarriage
Instead of a bastard son.

H. Sophie was weak
But she just had to speak
To J.L. this dying refrain
Build a house for others
The unmarried mothers
Caught in the wilds of Tulane.

Now there is the story
Of Harriet Sophie
Her memory shines like a pearl
Let's follow tradition
And carry out her mission
For we are the Newcomb girls.

—Anonymous

Say... how'd you like to write about the Newcomb image?

I'd grown too old for small towns and too young for tired people. With one trunk of jeans and another of dresses

I came, I saw, and I put on my jeans.

But then again everyone wore jeans—old jeans, new jeans, and jeans sans sorority pins. I had to wear my own kind of jeans though.

No one else's fit right.

I met the people behind the jeans and the ideas behind the people. The people change, their ideas change

Them—time—and I.

—Myra Zilahy
Newcomb '74



The Newcomb girl is now in as much a state of change as is the school itself. Three years ago, my freshmen year, the campus population seemed to be a very homogenous group. With the exception of a small minority of students, the kids on campus gave the impression of a blend of basically unconcerned nothingness. In the past years, however, a new trend has developed; the oblivious attitude which dominated the campus earlier is more and more being replaced by a feeling of engagement. Factions have emerged. And although you probably disagree with a lot of ideas floating around here, you must at least respect the fact that people are coming forth with any ideas at all. This is just one symptom of a larger momentum.

This same shift has come about in the "Newcomb image." The prim, proper, "Southern women's college" ideal has wallowed in its own vacuum long enough. And fortunately, a large percentage of the females here have begun to realize this and to do something about it. It's not that all the girls are running around getting "involved" and setting up women's lib clubs; the "groupies" were here before, and I'm sure that they'll be around for a long time to come. It's more than that—more subtle. For the change that has occurred in the "Newcomb image" is a change from something that was so present and so obvious that it was almost tangible to something that exists so deeply in the girl that it is not readily perceived to be an image.

For the "image" of the Newcomb girl today is a "personal" image, an image that adapts itself to the individual. And the main characteristic of this "image" is the very opposite of what the term "image" connotes. This is FLEXIBILITY. The Newcomb girl no longer acts only through the dictation of the rigid ideal which is deemed "proper" to the Southern tradition. She has learned to respond according to what she feels and has created a more relaxed atmosphere for herself.

Sure, there's still a "Newcomb image," but it's a different image, a more subtle image, a nicer image.

Jane Zimmerman
Newcomb '71

Say... how'd you like to write about the Newcomb image?

The Newcomb image is sometimes lost amidst relished ideas of Southern chivalry, beautiful belles, and conventional stereotyping of the typical college coed. A woman attending Newcomb however, is neither, although she clings, at times, to the first, and usually abhors the second. Her location, style of life, and educational surroundings mold her into a unique species of coed.

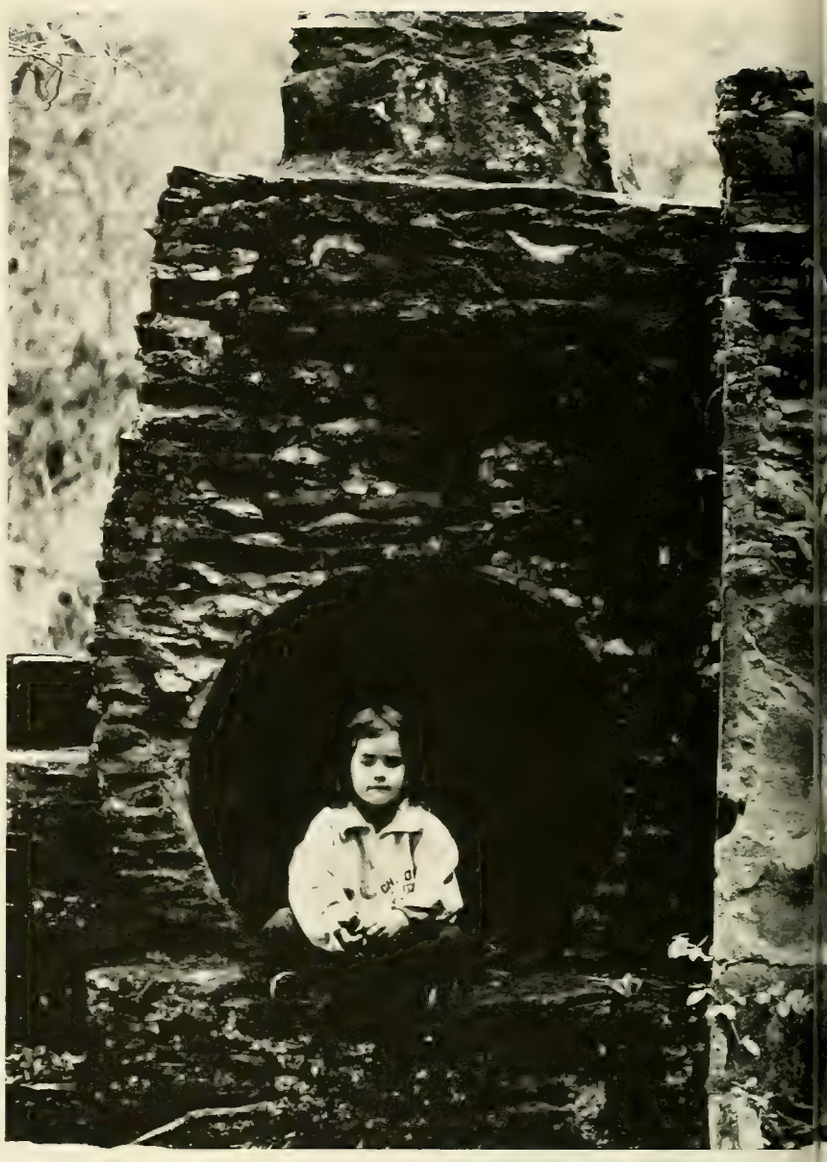
As a Black freshman at Newcomb, I find that the problems and pleasures are numerous. In the end, they balance out, and right now, I enjoy attending Newcomb. Contrary to popular belief, the Newcomb student is not as studious as she first appears, although at times (especially before exams) there is a furious flurry of study. The biggest flurry however, takes place on the week-end, for this is when the typical Newcomb woman is at her best—"date nights." In one respect, she is no different than her fellow college women across the nation—she likes men, and is definitely man-hunting. The fact that I'm Black would work as a handicap if I allowed it—there aren't that many Black men here; and inter-racial dating has not yet captured my heart. Heaven forbid I should ever attempt to snatch a prospective mate from one of my fellow classmates.

Of the two most important items to a Newcomb woman, the second one must be appearance. It is only logical. How can one hunt, if one is not dressed properly? At this point, there is quite a show of individualism. The "typical" Newcomb student may be a pseudo-Freak; a jeans girl (that's me), or a real dresser. To label one or the other as the typical Newcomb image would be presumptious.

Regretfully, I find that interest in affairs surrounding their lives ranks third among my fellow "Newcomb-ites." If the reaction to a situation isn't apathy, the interest shown is usually close to patronizing boredom. The possibilities for involvement are manifold for the average student, yet on the whole, she chooses to ignore them.

That is what it's been like to attend Newcomb so far. Perhaps some will call this an unfair interpretation, but it is what a close look at Newcomb women has revealed to me. Happily enough, we black women are *about* as studious, are *not* losing our minds over men, and *do* care what happens around us. Newcomb women, we leave you Women's Lib.

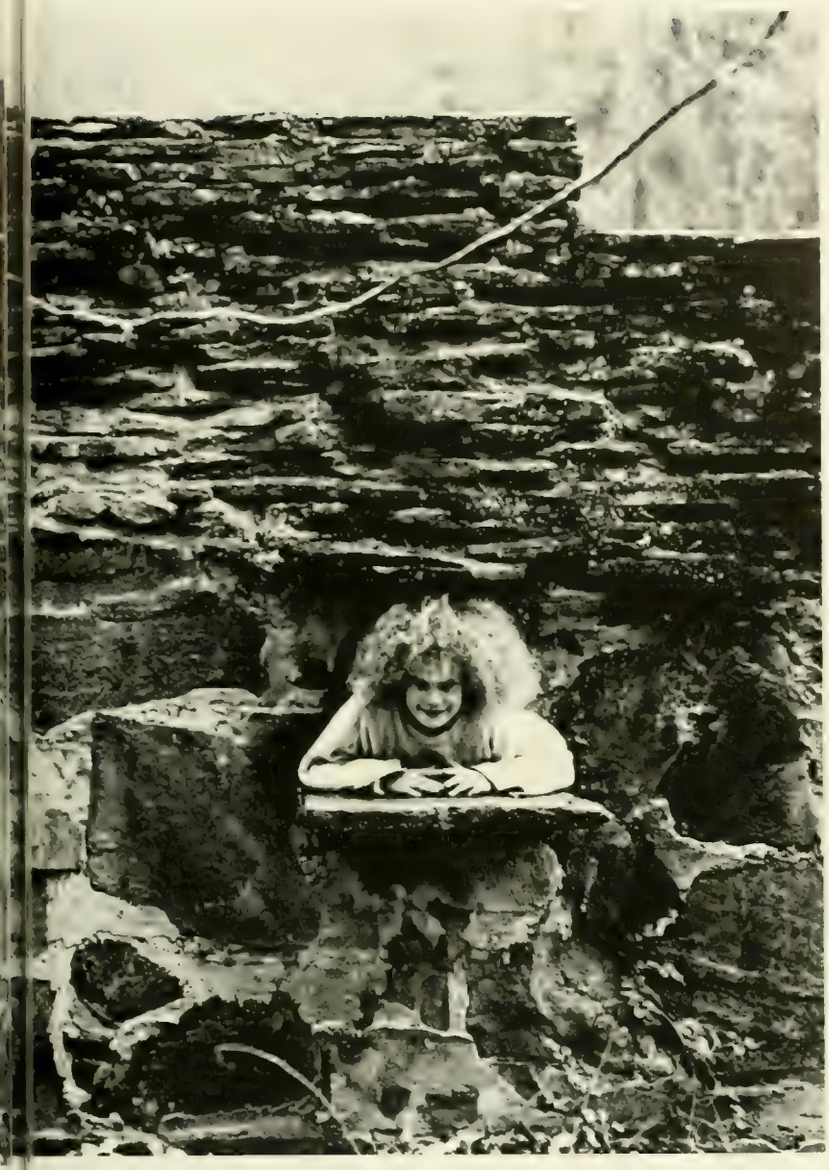
—Candy Capel
Newcomb '74



Independently Variable Newcombness. Come to Newcomb only to face Sorority Rush and peer pressure to pledge. For what or why matters little in the Stream of things. The Stream of Newcombness is a reflection of self and defies the use of "image" in a mass mirror sense.

The "Newcomb Girl" is self-professed dilettante; a currently unmarketable figure who hassels with self-identification, and with the futures game. She is variably vulnerable, easily influenced, and ultimately, defensive. By the nature of her education, she is master of no trade, and must look to other involvement for self-fulfillment. She is willing to try anything once, if pushed, and tends to dabble . . . with Community Involvement; with Campus Politics; with Personal Affairs and Introspection; even with majors and minors. Quite often she doesn't find her niche until Newcomb is far behind. Yet the independently variable Newcombness goes with her.

—Marian Shostrom
Newcomb '71



Go to the Head of the Class: A Game

Number of players: quantity rather than quality; increasing annually

Age Range: tall enough to reach the admissions table

Aim of the game: To sustain the four years without the need to visit Dr. Seastrunk or the need for a brief interlude in New York.

Preparation for play: braces, contact lenses, nose fixing, charm school, and a well worn copy of *Sex and the Single Girl*

Rules of the game: Rules are so universally disregarded that you need only be concerned with them if you are stupid enough to get caught and be made an example of.

How to play: Stay stoned so as to be unaffected by the stimulating Sophie Newcomb scene.

Caution: Forfeit all points earned if God forbid you lack a date on Saturday night.

Bonus: Add 20 points for the regular usage of "far out".

—Cissy Pass
Newcomb '73

How a "Newcomb image" evolved, with no accompaniment of an "A & S image" or an "Architecture image," is another fragment from Newcomb's mysterious past. The Newcomb image is at least no monolithic picture, however distasteful the various segments of the image are: the finishing school sorority debutante; the bronzed Floridian or Texan sunbathers of Butler quad; the rich art student; the copious note-taker with a 4.0 who memorizes homogenized notes without considering their implications.

But the Villager days are gone. And I rejoice. I am tired of unfair stereo-types. While they do seem to apply to some Newcomb students, we should all be nauseated at the audacity of those members of the community who seek to perpetuate them.

The question must be asked however, *are* we nauseated? do we accept these descriptions of us? Most of all, do we Newcomb students ourselves perpetuate them?

We are not fighting against the images, we do indeed prolong them. And the images appear to be changing to other equally disgusting ones. It is possible, for example, that the Newcomb technical virgin has changed from the feminine equivalent of Joe College to a Joe Hippie. The archaic syndrome of sorority-girl-turned-neo-freak is banal. It is time to repudiate both categories of sorority-sweet girl and no-bra-dope-smoking chick. Our individuality is confined into enclaves we did not seek and do not deserve, yet seem to want.

Which brings us to another question: Structurally speaking, where are we positing an identity? Are we Newcomb students, members of Tulane-at-large, residents of New Orleans community? Yes, we are all three, and more, but in what order, what priority? What are our responsibilities to each and to ourselves?

You see, very few of us really think about it. Very few of us would allow conflicts between the three parts of the Venn diagram. The problem as to how we define ourselves—not just ourselves qua ourselves, not merely ourselves per se—but within this rubric, this context, is preeminent.

And partly because we do not define our position, we are more easily subject to impositions by other people. Unless a Newcomb student makes deliberate moves against it, and often even when she has, she is typed within quotation marks, becomes a proverbial Newcomb Bitch, and is *other-defined*. It is time for us to stop letting our lives be measured out in coffee spoons: it is time for a Newcomb student to be self-defined.

—Louisa Rogers
Newcomb '73

Say... how'd you like to write about the Newcomb image?

A Recapitulation

An artful snare, and the chauvinist *Jamb* editor chuckles behind his blueprints. Our thoughtful little essays vilify the old visage, reinforce the new, proclaim widened horizons, changing awareness, and a better "typical Newcomb girl". Yet we have failed to grasp the primary annoyance—being tricked into defending ourselves at all. Our vocal patchwork inadvertently admits that (1.) there is indeed a "Newcomb image" and (2.) that the "Newcomb image" is (or was) true. And however thoroughly we repudiate a stereotype, we have simply sewn one more tightly to our backs.

It is hardly the time for self-defense. The only "Newcomb image" at Tulane was spawned by men—not women, and is the function of male ego, not female ineptitude. The Newcomb girl is a "Newcomb dog"—studious, plump, bespectacled, and unattractive—when Tulane can do without her (generally early freshman year while the high-school-stud halo lingers and male pride remains delicately intact.) She is suddenly a "Newcomb bitch"—gold digging, spoiled, conceited, cold—when Tulane's lopsided genital ratio becomes apparent and it is damned hard to get a date with her. In neither case is she labeled fairly.

Nor does the usual male grumbling produce sound advice. The Newcomb girl is simultaneously (A.) a lusty manhunter playing the future game; (B.) a haughty, frigid, don't-touch-me chick with a virgin complex; (C.) a sloppy dope-smoking freak; (D.) a prim white-gloved slice of sorority row; (E.) a useless, unmarketable dabbler in experimental psych, Nicolas Berdyaev, and the population explosion; and (F.) an all-too-dedicated Women's Lib-er prefering careers to babies, adventurous creativity to cleaning the toilet. The complaints are clearly incoherent; the complainants superficial, sanctimonius—even whiney.

It is curious indeed that no "A & S image" accompanies the supposedly tangible Newcomb one. Turnabout is fair play and defining A & S (or any other college at Tulane) would amuse us. But perhaps Newcomb girls don't choose to deal in stereotypes. Perhaps we see our male counterparts as separate human beings—fluid, indefinable, many-sided. Perhaps over-simplification disgusts us; we relate to personalities, not formulas, and our vision of mankind—even Tulane mankind—is expansive. . . . In seething summation, a mature appraisal of the "Newcomb image" should cast doubt on you thimbleheads applying the term. Are you insulating yourselves? Sanctioning a retreat from the Newcomb girl? If you really knew who we were, you wouldn't be fingering our *image*!

—Martha Harris
Newcomb '70


NEWCOMB
COLLEGE

THE 1970 HOMECOMING COURT

BEAUTY. . . .









Queen—Bev Bennett

AND THE BEAST

EDITOR'S JOURNAL

Anti-Sexist (?) Homecoming

by Margaret Blain

It all started at a party in Ben Smith's back yard. Collins Vallee said to me, "You know, about the most sexist thing around that school is the beauty contests," I said, "Yeah." He said, "How about running a guy for Homecoming Queen?"

We never thought that the Alumni Relations Committee would accept the nomination of a male, but the HULLABALOO and Student Senate submitted nominations of two males each anyway. Eventually, I crashed a meeting of the committee and got them to change the rules. Collins Vallee, Paul Baxter, Ralph Wafer, and a fourth candidate (who prefers to remain anonymous) were all invited to the selection tea held at Alumni House. Ralph and Collins were the only ones who showed, but they had a nice time and were given blue-and-green-striped ties with the Tulane crest on them. Needless to say, the selection committee did not approve our boys as nominees.

The next step was to get our candidates before the public eye, give them a chance for recognition, and most importantly, COMBAT SEXISM. We decided on a "guerilla booth," to be set up next to the "real" election booth. In the spirit of libertarianism and free-thinking, we also decided to let anyone who wanted to be a candidate in our election do it.

Someone ran out and recruited some guys who were sitting around in the Rathskeller, and the show, as they say, went on.

There was Collins with a flower coming out of his fly; there was Matt Anderson in my scarf, carrying a parasol, fluttering the plastic Japanese fan Allen Ginsberg gave me, and looking like a mail-order bride from the prison farm at Angola; there was Bob Schwartz blowing bubbles with his bubble gum (getting it all over his moustache) and straddling a large bamboo pole.

Eventually, there was Ken Opat. Ken came in wearing yippie-style (Uncle Sam) clothes. Everyone kept saying that someone (of the candidates) should take off his pants for his pictures. And lo and behold, there was Ken Opat, dropping trou.

The rest is history. Ken won, primarily because he took off his pants in front of the camera. Now, I ask you, does that or does it not prove that Tulane is a sexist institution in a sexist society?

When we put up the board with the pictures (fine photography by Bud Brimberg, Third Eye; art work by Leon), we labelled it the "Anti-Sexist Homecoming Court." It was sexist. Its greatest triumph was in actually being just as sexist as the establishment homecoming court (there were no female candidates), and in revealing to every liberated, anti-sexist one of us that we are just as sexist as the next guy (even the cliches are sexist . . .).

THE TULANE HULLABALLO
NOVEMBER, 1970













Emily Barnes
& Lory Lockwood





Darlene Hildreth & Maria Davis







Judy Ross & Diane Burnside

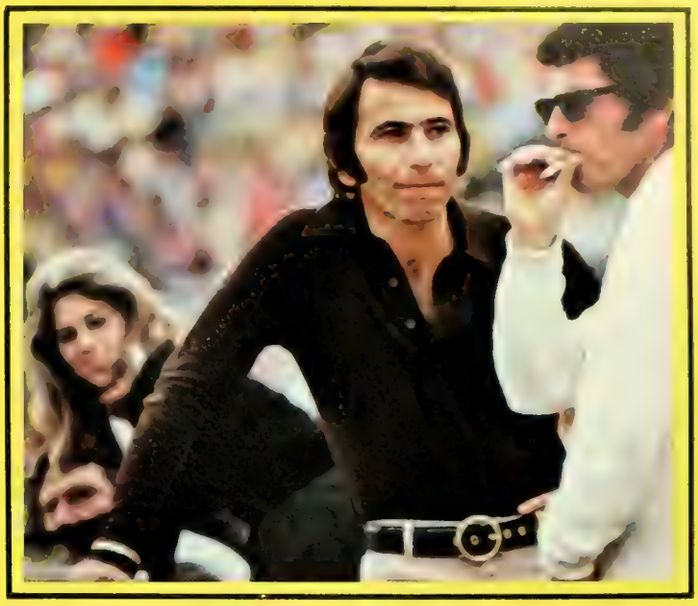




sunday after noon













sunday afternoon




WE HAVE NO FEARS
GG
HH
II





sunday afternoon

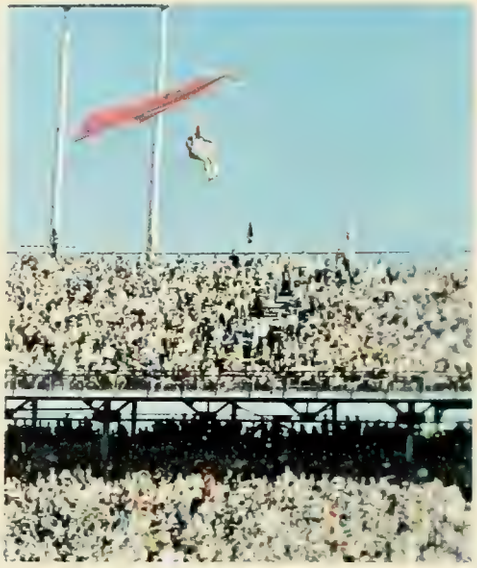















72











sunday afternoon





"POETS AND THEIR WORDS"

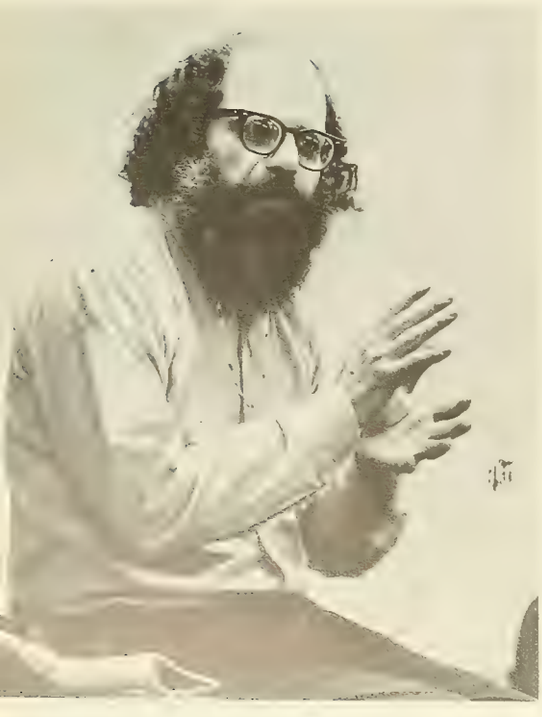
In October, the Fine Arts and the Lyceum Committees initiated a new type of program which was to be a three-day poetry symposium entitled "Poets and Their Words." Plans called for five modern poets, Denise Levertov, Allan Ginsberg, Lawrence Ferlinghetti, William Everson, and Nikki Giovanni, to do readings of their own works on Thursday, Friday, and Saturday, October 19-21. On Sunday afternoon, Tulane students and faculty were to be given the opportunity to read their original poetry.

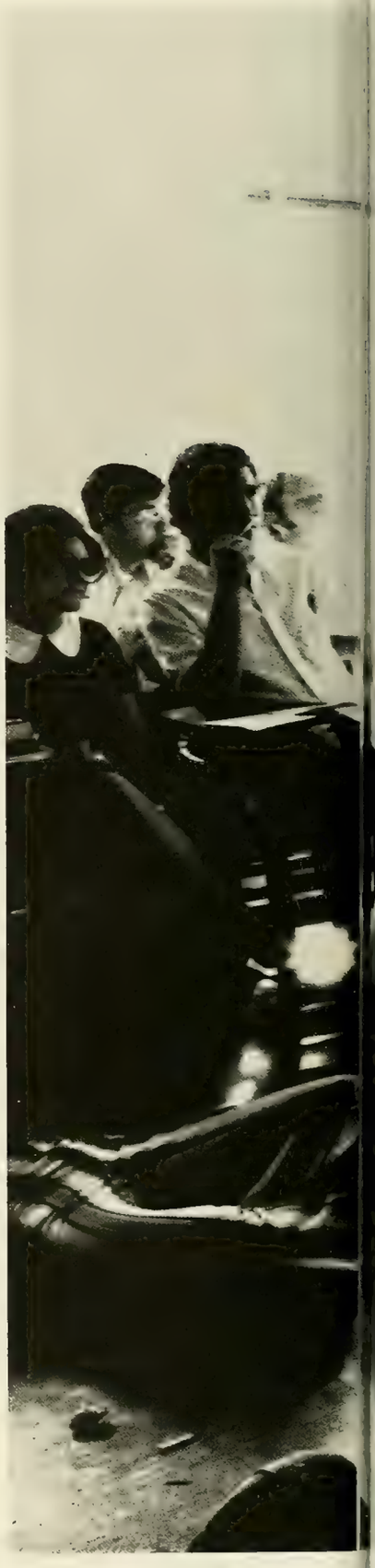
However, the result was something new and exciting. The symposium turned into an academic festival. The Tulane community responded to the program with tremendous enthusiasm, and there was an intellectual atmosphere which developed throughout the community.

A great deal of the success of the program must be attributed to the poets themselves. With the exception of Levertov and Giovanni, all arrived in New Orleans earlier than expected. Everson and Ginsberg were particularly fascinated with the Tulane student body, and were more than willing to attend classes, parties, and discussions that were planned for them by the two committees.

The poets, though all diverse and individualists in their work, generally fit into the category of the radical eccentric poet. As a result of pre-symposium publicity of this fact, over 2000 people participated in the program. On both Thursday night (Levertov and Ginsberg presentations) and Friday night (Ferlinghetti readings) McAlister Auditorium was sold out for the readings.

However, as a result of the Soul Bowl held on Saturday afternoon, the audience for Saturday night's readings was considerably less in number. For those who did have the opportunity to view Saturday night's readings, many considered the readings by Everson to be the most intense and inspiring of all.







Following completion of the program, many have examined the meaning of its success. It seems as though the enthusiastic support of the symposium is an indication of the ability of Tulane to accept innovative events.

Whereas this type of program is generally considered commonplace in universities throughout the West and Northeast, it is relatively new to the South and especially to Tulane. It is the hope that such a forum can be accepted as a common happening at Tulane throughout the years to come.

For those connected with the poetry symposium, it was an unforgettable experience. The intensity of the minds of the poets left lasting impressions on those persons in their company. The informal atmosphere which prevailed throughout enabled anyone interested to reach a poet with questions. From open interviews with Hullabaloo WTUL reporters, to open-house parties at students' apartments, to merely sitting on the U. C. quad during the day, the entire program was open and friendly.

It has finally been realized that programs presented by University Center Programming Board committees are for the benefit of the students and faculty of Tulane, and all measures must be taken to insure more contact between the programs and the University community as a whole.

—Bill Boyer
A&S '73









OCTOBER 24



NOON
TULANE STADIUM





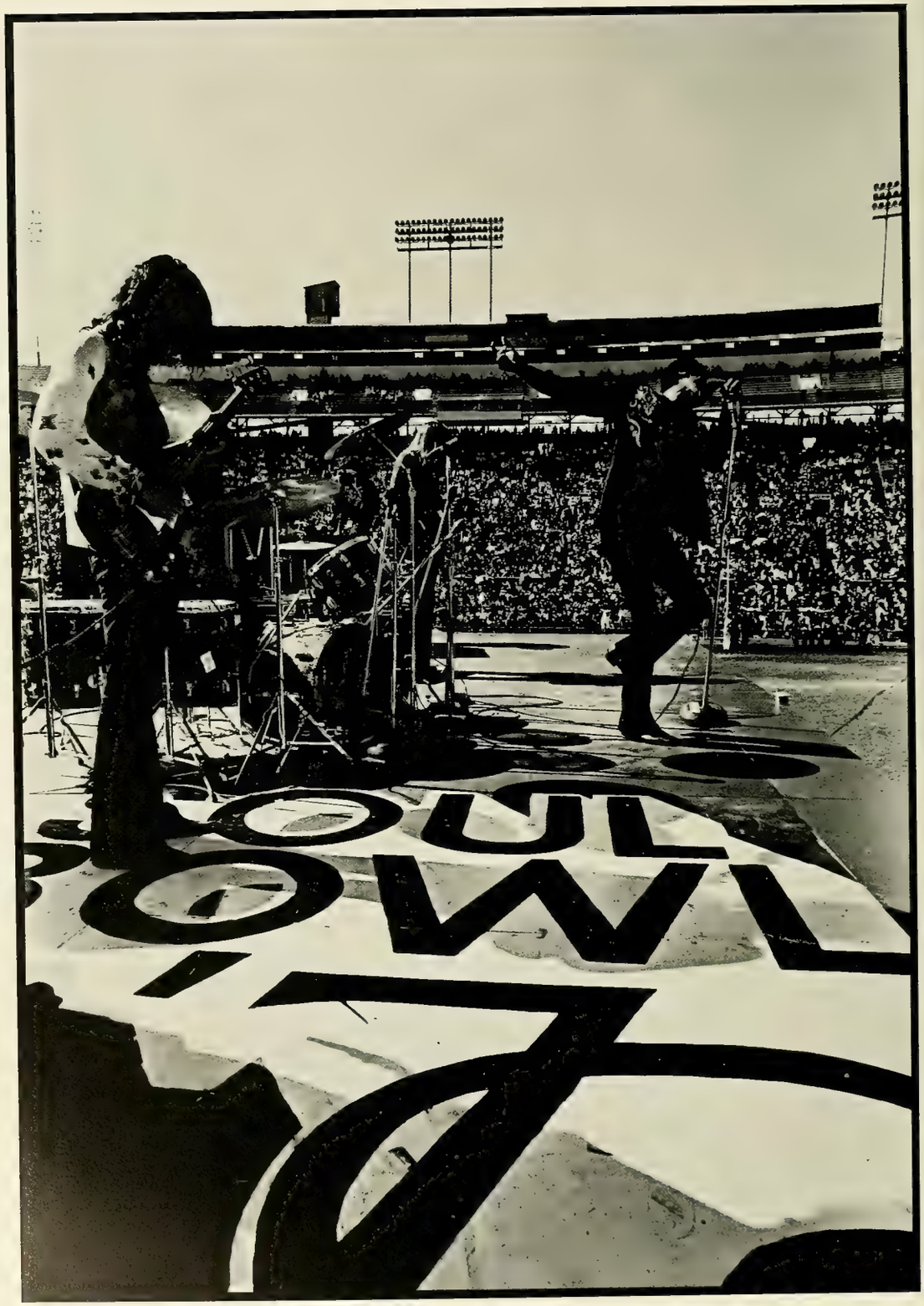








OCT. 24



Tulane may never have seen anything like it. Six nationally known rock and soul music groups performing one after another in the middle of Tulane Stadium one Saturday afternoon in October. Headlining the show . . . some of the biggest names in Soul—James Brown, Ike and Tina Turner, Isaac Hayes. In the stands, and then on the field . . . tens of thousands of toe-tapping, swaying, singing, dancing Orleanians. An incredible profusion of colorful costumes . . . bright purple jump-suits, gold net see-through shirts, huge flaring orange bell-bottoms. There is no doubt that the staid old University on St. Charles Avenue received at least a small infusion of Soul that day.









OCT. 24



It was, of course, a disappointment that, because of the huge cost of putting it on, the Soul Bowl did not in the end raise any money for scholarships to minority group and disadvantaged students—the purpose for which it was conceived in the first place.

And even more disappointing to the student, faculty, and administration organizers was the failure of so many Tulane students and other local whites to attend, though whether out of disapproval, fear, lack of interest, or whatever it was hard to say.

The most heartening aspect of the day's events was the large turnout by New Orleans' Black community; maybe at least a small start toward closer ties between campus and ghetto was made that day. And that in itself seemed a strong argument in favor of holding a second Soul Bowl next year, when (with the benefits of one year's experience) a considerable profit might well be made. But, in any event, there was obvious satisfaction among many of the hundreds of Tulanians who had worked to make the show a reality. In view of their inexperience and the difficulties they had faced, it was quite an accomplishment for the event to have taken place at all.

It is true that there were some lengthy delays between some of the acts. And that the concessions ran out halfway through the eight hours. But once Junior Walker began blaring out the music from his thunderous saxophone, once Tina Turner and the Ikettes started shaking their fringes and wailing of their hopeless loves, once Isaac Hayes doffed his great fur cape and launched into his seemingly endless soliloquy on "By the Time I Get to Phoenix," once James Brown bounced up from a full split and shouted "I Wanta Make You Scream," who cared about minor troubles?

The day was warm and beautiful, the crowd was enthusiastic, the music was infectious.

It was an occasion not soon to be forgot.

—Bruce Eggler

DICK GREGORY



You do know Agnew finished college? . . . . . I spend about 98% of my time today on college campuses for a reason, that simple reason, you young folks in America, you're probably the most morally honest, ethically dedicated, committed group of young people ever lived in the history of this country, bar none. . . . . We old fools have left you youngsters a hell of mess to clean up. . . . . Rockefeller spent 8 million dollars so he could run for Governor, again! For 8 million dollars. Hell, I could run for God . . . and win! . . . . . We can not solve our problems confronting America today with political muscle. It has to be statesmanship ability. . . . . Forty-four million Americans go to bed every night hungry, hmmm. Law and Order? Law and Order, hmmm. . .







. . . Looks like it's going to be another depression. Sure is. Niggers never got out of the first one. . . . . I was so damn glad Nixon got elected . . . black folk knew for the first time that we didn't have a friend, that we'd have to get it ourselves. . . . . Only Dick Nixon could take the riots out of the black ghettos and into the white suburbs. White kids runnin' down the streets with signs, "Get Whitey". . . . . Respect the police? If the cop that patrols your community, was the heathen that you sent to patrol my community, you would only not respect him, but you would have wiped his ass out a long time ago. . . . . I lived in the black ghetto. At five years old, I knew what the whore looked like. At five years old, I knew what the pimp looked like. At five years old, I knew what the hustler, the bookie, and the dope pusher looked like. I just can't believe that at five years old I was that much smarter than the police. . . . . Treat a man like a pig, he'll onk. . . . . Dick Nixon is a home-grown American boy. . . . . Understand repression. Repression is more detrimental to the oppressor than the oppressed. . . . . Ask five year old kids in the ghetto to draw a picture of himself, he draws an animal. . . . . The cowboy has one fringe benefit, when he gets him a nigger or an Indian, and that fringe benefit is simple: all Indians and all niggers look alike. . .

. . . Only prejudice, riots, hunger,—America—, could cause a comedian to become an enraged, philosophical reactionary.

Phillipa Anderson
Newcomb '73







THE BOARD

The University Center Board, comprised of four officers and the chairmen of the eight programming committees, is the arm of the Student Senate responsible for providing extra-curricular entertainment and educational events for the Tulane community. Due to the cosmopolitan nature of the campus, the great variety of taste, personality, and age, and to some extent the apathy of members of the University community, it is difficult to program to the approval of everyone.

The Board is a student-run organization. Participation in the Program at all levels, from committee membership to being on the Board itself, is open to all students, and only students, on a voluntary basis. Each of the eight committees is responsible for programming a specific interest area and determining the type of events desired. The success of a committee's programming depends upon the input value of each committee member: his awareness of the desires of his fellow students, his knowledge of the field served by the committee, and his willingness to work and carry out the program. The results can be seen in wide range of programs offered this year: the Poetry Symposium, free flicks, Buffalo Bob, Latin American Week, TGIFs, the Bridal Fair, and numerous art exhibits.





Due to inflation, however, the financing of programs has been a big problem for the chairmen. The rental cost of films alone has tripled over the past two years, big name entertainers demand $10,000 to 15,000 per performance, and even the price of beer has increased, limiting the number of free TGIFs. This has made it necessary for the Board to request a larger budget each year just to maintain programming variety and quality from the previous year.

The increased activities fee, voted into effect second semester, lightened the financial restraints allowing Spotlighters to bring the New Seekers, Lauro Nyro, and Jeremy Storch; Lagniappes to co-host the Iron Butterfly with Loyola, bring higher-quality bands for the spring dances; and Fine Arts to sponsor three performances by the National Shakespeare Company.

Such financial responsibilities require justification of per capita expense in determining the size and nature of each program. For example, Spotlighters committee must face the question of spending $10,000 for a concert in McAlister which will be attended by 1500 Tulane students (or fewer), or using the funds instead for weekly TGIFs and entertainment in the Rat, which during the year would reach more people. Lyceum must decide whether they will bring three major speakers of general interest, or many special interest speakers for smaller groups. This year, concentration has been centered on the big name entertainment and speakers, helping to build the image of the Board, and interest in the committees, but efforts also have been made to improve the quality and number of other events, such as Open Stage in the Rat, Lyceum's backing to bring the authors of TUT's spring productions, and Recreation's speaker on mountaineering. In addition to this, if a certain group of students feel that their needs are not being filled by one of the existing committees, they may petition to



become a Programming Affiliate of the Board and receive financial underwriting for the program which they plan. There have been two Programming Affiliates this year: one group produced the play, *Anything for a Rush,* and the Mexican-American Student Association received financial backing for its programs.

This spring, the Board rewrote its constitution and by-laws to allow more flexibility within the structure. Two new committees were created, Cinema and Travel. Other committees such as Hospitality and Cosmopolitan were redefined, allowing broader fields in which to operate.

Some students complain that the University Center Board is a closed-minded, bureaucratic, self-perpetuating organization which takes a large "chunk" of the student activities fee, without yielding a proportionate amount of entertainment. This may have been true in the past, but the Board has changed and evolved with the new trends of student life and thought. If a student has complaints about the programs being offered, it is not the total fault of the Board, but also the fault of the student who refuses to offer his complaints in a constructive way, by taking advantage of this open, student-controlled system, and working to implement his desired changes, either from within through the committees, or from without through Programming Affiliate status. Hopefully, more students will take advantage of the experience provided by such participation and decision making by cooperating and working with fellow students to achieve a certain goal—the success of a committee in providing entertaining and/or educational activities for fellow members of the student body.

—Sharon Carrigan
Newcomb '71





media


Ditto
KLUNK

The Tulane Hullabaloo



KEVIN ALLAIN / 1
RONALD NIERMAN / 2
MITCH BARBER / 3
LEE WILKIRSON / 4
TONY LANASA / 5
TOM IRELAND / 6
MIKE SIMPSON / 7
RICK STREIFFER / 8
ALAN LOEB / 9
PAT SCHUSTER / 10
PAUL BAXTER / 11
JUDY MOFFIT / 12
L.M. BLAIN / 13
LINDA WILLIS / 14

AT THE BUREAU:
FRANCISCO ALECHA
FRANK COYNE
JIM DALFERES
BLAINE LEGUM
CHRIS MOORE
ILEANA OROZA
MIKE RUDEEN
ANDI SERVOS
CINDY STEVENS



The *Hullabaloo* has this year, as usual, gone through its share of staff members, associate editors, editors. The stamina, the dedication, the sheer energy needed to face the pressure of meeting a weekly deadline each Friday has taken its heavy toll.

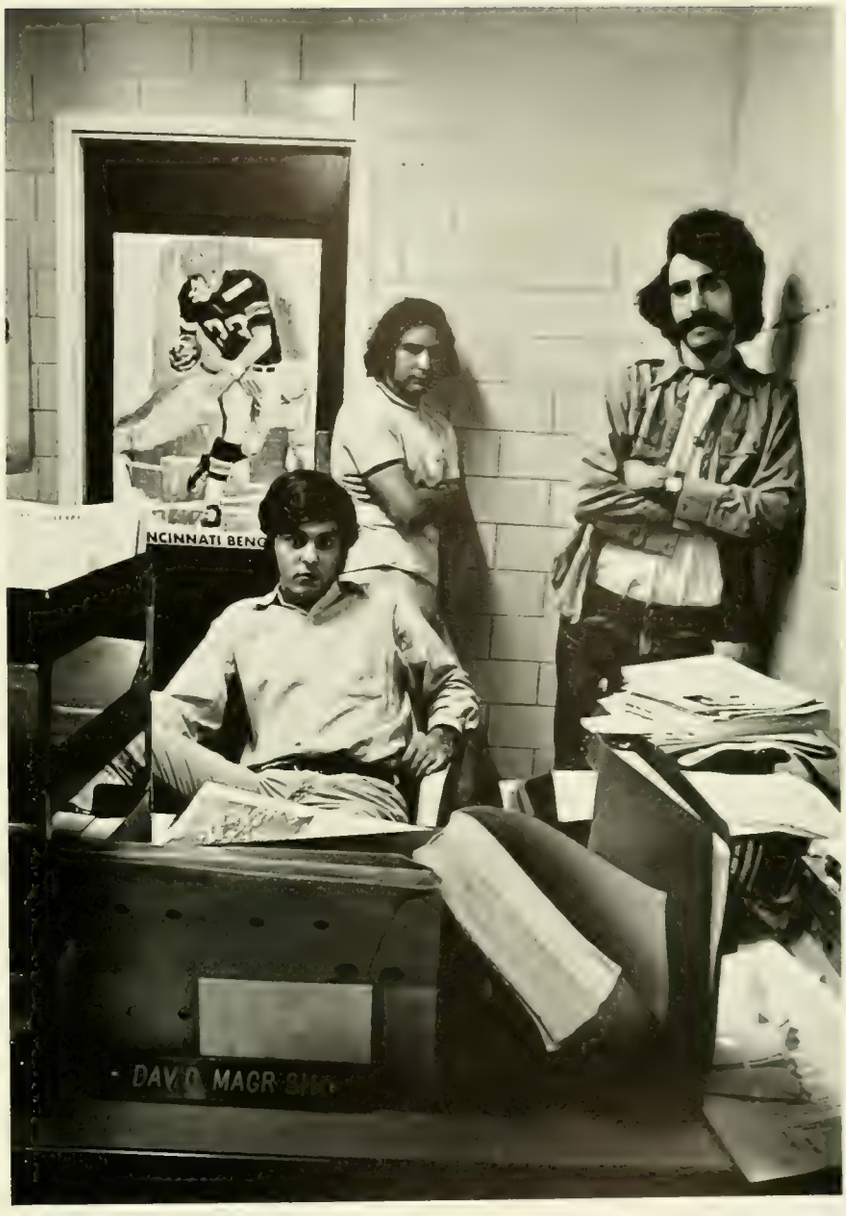
Still, it seems that the paper has suffered little from its traditional staff turnovers, success has been made in turning out a paper of consistent high quality. The Associated College Press has awarded the *Hullabaloo* an "All American" rating for the fall semester, when Margaret Blain took over the editorship from a retiring Tom Ireland.

Miss Blain in turn handed over the editorship to Pat Schuster in the spring semester, stating that she wanted to establish a policy of changing editors according to the calendar and not the school year, in order that the new editor could benefit from "being broken into the office." Although only a sophomore, Miss Schuster has seemingly taken her new position in stride, thus portending at least a possible success for the paper in the upcoming school year.

Fortunately enough, both Ireland and Miss Blain have remained on hand to help the paper and its too-small staff. Possible friction between the old-timers on the staff and a large new generation of reporters and editors has to a large extent been avoided or overcome; in any case, next year the paper will be composed entirely of staff members who were not on hand two years and who will have to handle all aspects of putting out the paper themselves. This semester has been a good, and a necessary proving ground for them.

The paper has suffered from a shortage of reporters who would later be in a position to move up onto the editorial staff. This can be attributed to a number of factors, not the least of which has been the necessity of promoting the few good reporters the paper did have to editorial positions only weeks after they had first entered its basement offices. Nevertheless, the *Hullabaloo* has had a larger crop of senior reporters who could be called upon from time to time to handle stories the rest of the staff has had no time for or to go into some in-depth reporting on specific issues. One of the greatest problems in the upcoming year, however, will be to insure that more reporters, who are both good and dependable, will be writing for the paper.

This year's paper has tried to reach more elements of the campus community than it has, perhaps, in the past.



DAVID MAGRISH
DAVID FINKEL
MIKE KUTTEN

A mark of its success in this regard has been the large number of letters and "One Man's Opinions" the paper has received. The student senate president has been given a column, as well as the photography editor; the editorial pages have been expanded; the whole editorial quality has been improved; and an excellent series of articles concerning the whole communications media in New Orleans has been published. Film Week and Scenes have provided drastically needed services for the University community, giving the best list of events happening on or off campus that is to be found in any city publication. Bulletin Board continues to provide its needed services.

The *Hullabaloo* has had its share of problems this year. The technical quality of the paper has dropped during the spring semester. Some intra-office friction between old and new members of the staff has developed, thus mitigating the camaraderie needed to keep staff members working and to function as a well-oiled and happy unit. The *Hullabaloo* will undoubtedly face difficult problems in the upcoming year. But then, it has always seemed to eventually overcome whatever shortcomings it might have, at least until new, different ones spring up.

—Jim Dalferes
A & S '71


TULANE
SWIM TEAM

JAMBALAYA

STAFF

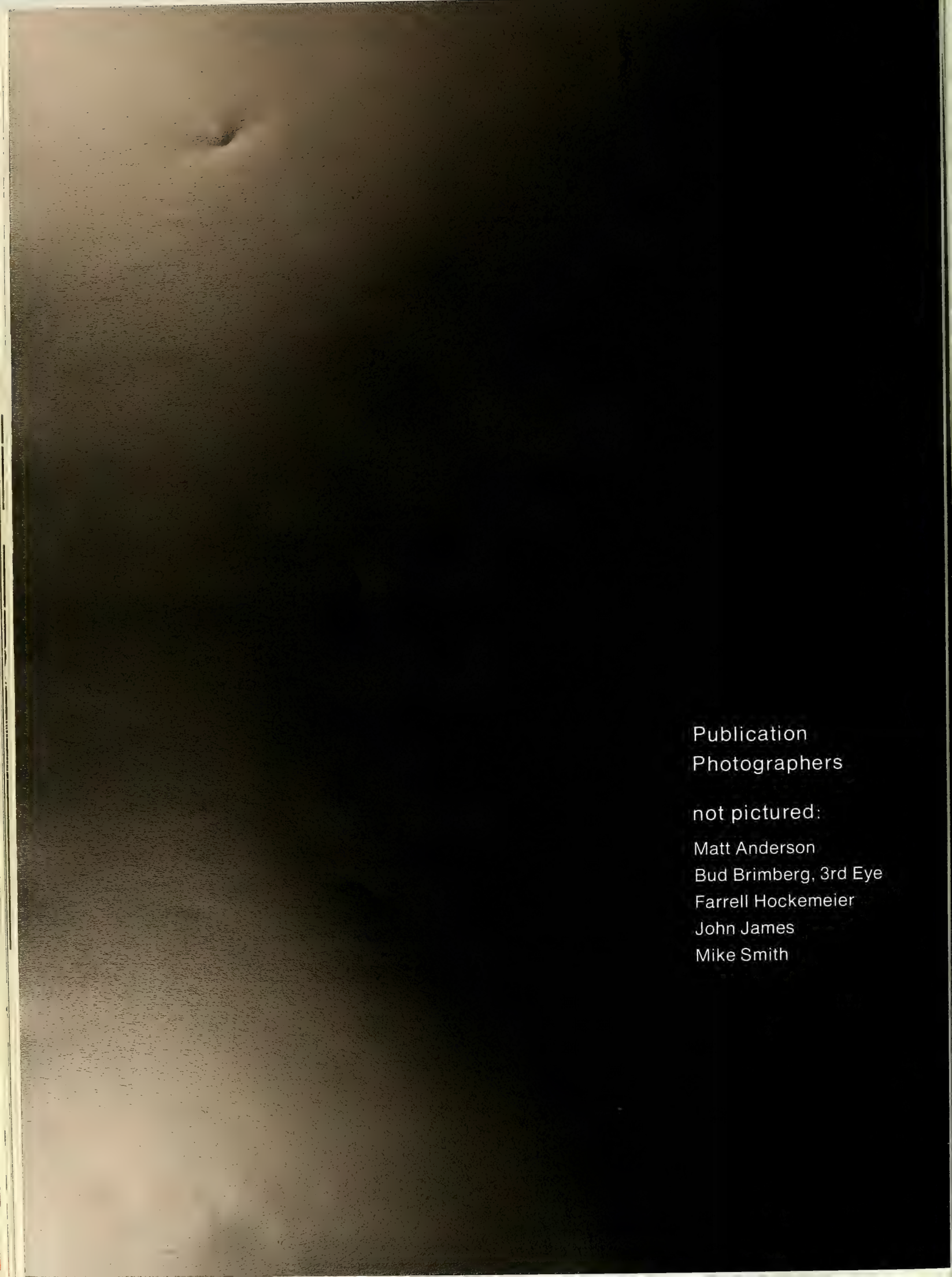
FRONT:
TRICIA HOPKINS
MATT ANDERSON
SHELIA SILVER

BACK:
RICK STREIFFER
WYLIE DAWSON
JON BLEHAR

ARTISTS

BILL CLARK
RUSTY JOSEPHS
FRANCISCO X. ALECHA
TOM PELLETT





Publication
Photographers

not pictured:

Matt Anderson
Bud Brimberg, 3rd Eye
Farrell Hockemeier
John James
Mike Smith





Frosh & Student Directory



JON BARNETT
RICHARD BRETZ

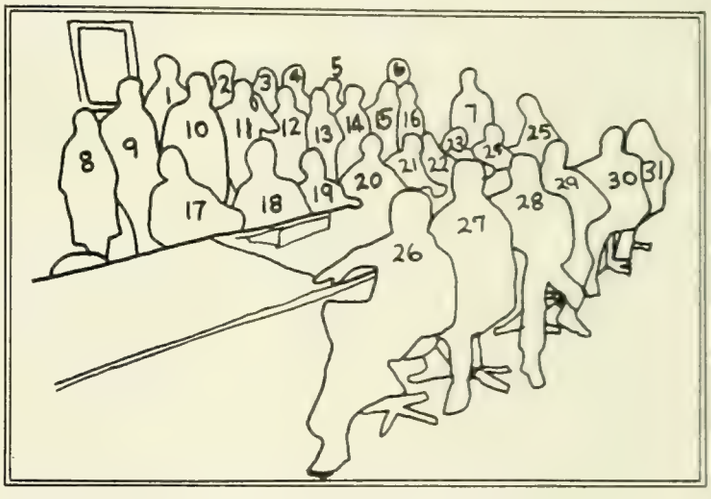
Tulane Law Review

The *Tulane Law Review*, now completing its 45th year, is a scholarly legal journal published quarterly (December, February, April, and June) by honor students from the Tulane School of Law. The *Review* publishes articles by heading legal commentators—scholars, professors, judges, lawyers—and by students on the *Review*. Its current circulation is about 2,000, including one of the highest foreign circulations of any law review in the country. Because it is located in Louisiana, the only state using the Civil Law as its basic law, the *Review* has traditionally concentrated on the Civil Law and the Louisiana Civil Code and has become a major authority on the Civil Law. Comparative law and codification have also been of special interest to the *Review*. While maintaining its civilian traditions, the *Review* has in recent years broadened its scope into areas of the law that are of a more national interest and that are more relevant to contemporary legal, social, and economic problems.

—William E. Brown
Law '71

1/ David F. Edwards
2/ Bruce M. Horack
3/ William L. Guice
4/ Robert R. Casey
5/ Anita H. Ganucheau
6/ Charles B. Hahn
7/ W. E. Noel
8/ Cynthia A. Samuel
9/ Joseph L. Parkinson
10/ James A. Burton
11/ Lawrence P. Simon
12/ Andrew L. Plauche
13/ Clinton W. Shinn
14/ Walter C. Thompson
15/ William E. Brown
16/ William N. Kammer
17/ Rutledge C. Clement
18/ Edward B. Dubuisson
19/ Judy N. Tabb
20/ Machale A. Miller
21/ P. J. Stakelum
22/ Donald A. Shindler
23/ Sergio A. Leiseca
24/ Helton G. Marshall
25/ David A. Marcello
26/ Harry A. Rosenberg
27/ Robert E. Washburn
28/ Irving B. Shnaider
29/ Thomas T. Steele
30/ Geoffrey H. Longenecker
31/ David A. Kerstein

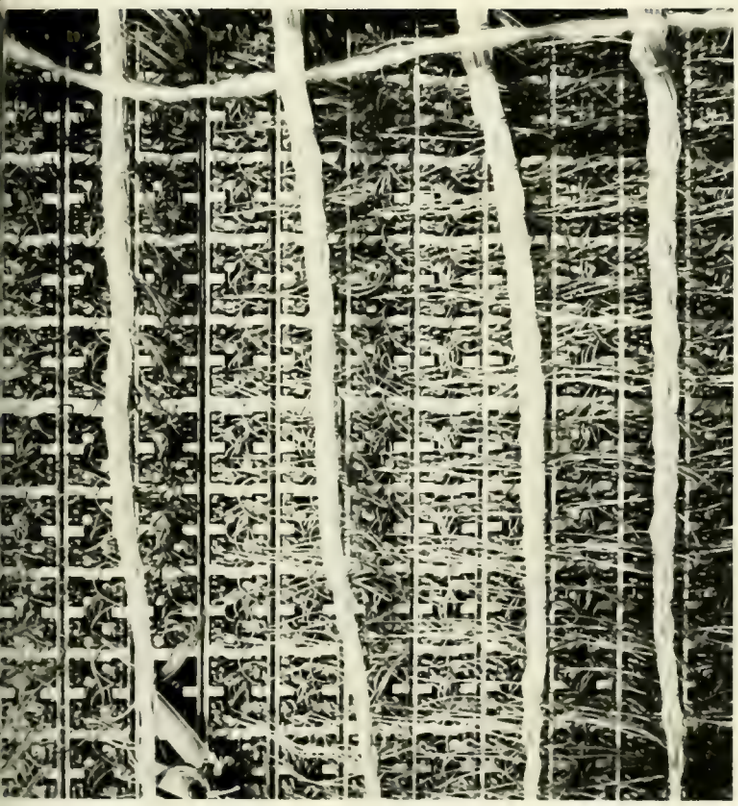
Missing:
Gerald A. Bosworth
Kenneth E. Meyer
Malcolm A. Meyer



This year's editions of the *Frosh* and the *Student Directory* were the efforts of primarily two people, Jonathan S. Barnett and Richard Bretz. *Frosh '74* provided a brief pictorial essay of student life on campus and in New Orleans. For the first time, freshmen received the publication prior to their arrival at Tulane, with a glimpse of what to expect in September. The *Student Directory* received a big assist from Bill Nelsen, Director of Records and Registration. His registration records were the source of the names and telephones of the students. As a result the *Directory* was the most accurate ever published and was available in early October. For the first time in many years there were no severe criticisms of either publication.

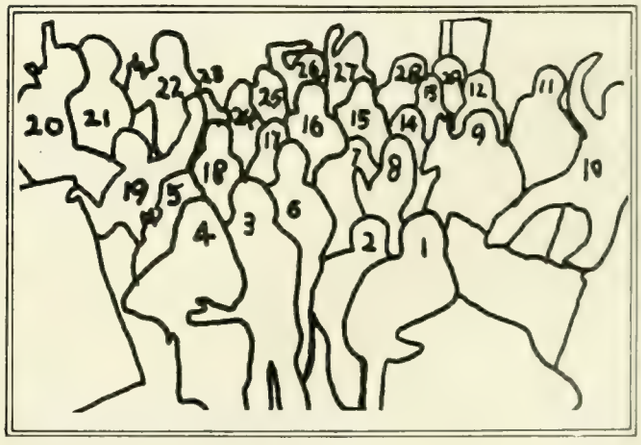
—J.S.B. and R.B.

STEPPENWOLF
GUTHRIE



1/ Ian Shupeck
2/ Greg Kopp
3/ Al Agricola
4/ Ann O'Brien
5/ John Ramirez
6/ Tom Planchard
7/ Dave Epstein
8/ Kathi Zemann
9/ Don Newcomb
10/ Alan Orkin
11/ Marty Dietelbach
12/ Rick Calcote
13/ Gary Gerson
14/ Cathy Doran
15/ Steve Bancroft
16/ Sam Hills
17/ Kerry Barnett
18/ Annette Breazeale
19/ Scott Gardner
20/ Steve Murphy
21/ Adrian Dickstein
22/ Don Oliver
23/ Bob Schwartz
24/ Jeff Chilldon
25/ Ladson Webb
26/ Jerry Clark
27/ Mary Beth Curtin
28/ Larry Kaiser
29/ Ed Porter

IN STUDIO B:
Steve Bancroft
Bobbie Bledsoe
Jill Ehrenberg
Scott Gardner
Ellie Hellman
Amy Kotick
Marty Nasdan
Steve Rappeport
Dave Ream
Bob Ruderman
Dynamite Slade
Greg Stec
Robert Thompson



Metropolitan
New Orleans/

population:
1.3 million/

two daily
newspapers



"news"papers?

It is only natural that the cinema is the art form that today's student is interested in, for it is the Twentieth Century's major contribution to the field so long delineated by such standard art forms as the play, the epic, the novel, and the poem.

Here at Tulane, we have witnessed the birth of a course in appreciating films, as well as workshops in photography, camera technique, and film making.

Students are also as interested as ever in attending movies, perhaps now with a slightly more critical eye. The movies of 1970-71, as shown by the major Hollywood producers, have indicated a desire to capture the college audience; to make their products "relevant" to today's society. In this, some have succeeded; many have failed. What is particularly deplorable are those producers who seem to think that a certain "formula" is all that is necessary to insure financial and critical success.

The following review is of such a movie,



T.H.E. Hollywood Formula

By Jim Dalfares

*S*T*U*D—produced by Joseph E. Levine, directed by Stanley Kubrick, screenplay by Harold Robbins, adapted from the book by Gore Vidal, music by Burt Bacharach, starring Charlton Heston, Rex Reed, Clint Eastwood, Senta Burger, and Mickey Rooney; with Caesar Romero, Flip Wilson, Desi Arnaz, Joann Worley, Woody Allen, and the Guatemalan Army. A Paramount Pictures release in Panavision and Technicolor and color. 156 minutes.*

*S*T*U*D is an adaption of the timeless story of the Prodical Son, illustrating the conflict of the generations as well as the sociological process of initiation into manhood. Since Turgenev, modern art forms have tended to emphasize the political turmoil between fathers and sons (and mothers), and S*T*U*D is no exception. In this tasteful adaptation by Harold Robbins, however, the son returns home not to seek forgiveness but rather to burn down the farm.*

If this is indeed a film for all ages, its relevance to the contemporary scene is soon made explicit. The father (Charlton Heston) is the President of the United States. Rex Reed plays his rebellious son Harvey—a liberated, gay, college radical.

Father's troubles are overwhelming. Besides having to deal with problems of National Security and helping to stop a riot in the college his son attends, his all-precious time is consumed by trying to squelch rumors started by muckraking journalist Chill Wills (always on the lookout for "moral degenerates") that son Harvey has just been picked up by the vice squad on a morals charge for going AC/DC in D. C. with a black beauty queen named Geraldine.

Harvey's troubles, across the generation gap, seem no less formidable. His ideological commitment is on the radical left, but he is not man enough to hold a gun and level it to a pig's head. He is alienated from his background, but his Weathermen friends soon ostracize him for "copping out." He can never take full control of a situation.

Fortunately for Harvey, Heston rescues him from his internal turmoil by acting as a *deus ex machina* (he's had a lot of practice) and seeing to it that Harvey is conscripted into the army.

Harvey tries to fail his physical by getting turned down on a Section 8, but to no avail. In a brilliantly conceived black comedy sketch, the Army psychaitrist (Woody Allen) lisps, "The United Thtates needth more tholdiers like you."

The remaining 30 minutes before the intermission is taken up by the subplot, in which Heston is scheming to embroil the U. S. in a war so that the special forces contingents, which have recently returned from a war "in Southeast Asia" can go fight somewhere else—anywhere other than U.S. shores.



Pulling out a C.I.A. directive for such an emergency, Heston learns that in the past, whenever the U. S. has been faced with the dreaded reality of the blood-lusty Marine returning home, she has involved herself in a war south of the border so she could ship out the Marines at first opportunity. Heston therefore maps out a plan for the overthrow of the dictator (Caesar Romero) of a Central American banana republic.

As luck would have it, Harvey is assigned to one of the head units leading the invasion task force, known as S*T*U*D (so secret a detachment that its full name is never revealed). S*T*U*D, led by Colonel D. L. Doe (Clint Eastwood) is trying to place a puppet ruler (Desi Arnaz) in the governmental palace.

Just before the fadeout ending the first half of the movie, we see that Harvey has not yet changed, and that it will take S*T*U*D to make a man out of him. Instead of practicing calisthenics and bayonet attacks, Harvey spends all his time oiling the bore of his M-16 and rubbing linseed oil into the stock.

By the start of the second half, we see that Harvey is finally becoming acclimated to Army life, i.e., learning to kill with pleasure. In one terse scene, an exasperated Doe however, tells Harvey to "get thee to a nunnery," an order that he takes at face value. There he meets a winsome Sister Virginia (Joann Worley), and he soon puts his army training to good use.

After raping the somewhat reluctant nun of Monterrey, Harvey feels that he is now a man since, as he explains, he has "made it with a woman." In a brilliant soft focus shot, director Kubrick captures Harvey's grim determination and his viril fortitude as he mows down a village of peons with his machine gun.

In subsequent fighting around the Presidential palace (the one used for Robbins' "The Adventurers"), Harvey's skull is grazed by a rifle shot, and he later wakes up in a guerilla jungle village with a complete memory loss.

Nursed back to health by a demented Albanian dwarf in exile (Mickey Rooney), Harvey is fed only cornmeal and Maoist propaganda by the dwarf's interpreter (Senta Berger), since the guerilla leader himself speaks only the Serbo-Croat.

His mind dazed by amnesia, Harvey is only the more receptive to Marxist rhetoric, and he is programmed by Senta Berger to lead a plot to assassinate the President of the United States; the guerillas not realizing that the man is, in actuality, Harvey's father.

The irony of Harvey's relationship with his father is fully realized. Before, Heston decried Harvey's radical attitudes and his unmanliness. He had him drafted to make him a man. Now though, Harvey has become man enough to become the real radical revolutionary who returns home to burn down the farm.

Harvey quickly infiltrates the net of security surrounding the President, not understanding all the while, how he knows where the Secret Service lookouts are posted.

He enters a darkened room; a light in the corner illuminating only a man bent over a large oval desk. Raising his revolver, Harvey is on the point of squeezing the trigger when the rising crescendo of his emotions, in turn triggers his memory, and he realizes what he is about to do.

In the climatic scene which follows, Harvey confronts his father with all his fears, his frustrations, his sublimated hostilities. He reprimands his father for "not accepting me for what I am." In the tear-jerking reconciliation that follows, we learn that father and son are not completely devoid of communication with each other, as Heston falls to his knees and embraces his son.

In the epilogue, Harvey is found back in college, his father is content once again with having only World War III to worry about, and Harvey finds eternal bliss with an assistant to an associate deputy undersecretary of Health, Education, and Welfare.

Rex Reed certainly delivers a commanding performance, worthy of an Oscar nomination at least. Kubrick, Levine, and Robbins have put it all together in S*T*U*D, so if you want to know where it's at, this is one you shouldn't miss.

MONACHINO & SUMMER LYRIC



The Tulane Summer Lyric Theatre began in 1968 as a joint venture by the Department of Theatre and Speech, the Department of Music, and the Center for Teacher Education. For each of the past three summers, Lyric Theatre has presented a series of three musicals or operettas. The program has grown from an experiment into a fully recognized, permanent, University program, offering graduate and undergraduate credit in each of the three departments.

The creator and director of the program is Francis L. Monachino, associate professor of music. The JAMBALAYA interviewed Monachino in December.

Monachino joined the faculty of Newcomb College in 1967, coming from the University of Southern Mississippi. Prior to that, he had had a 17 year career as a professional singer in New York. He has worked with such people as Gian Carlo Menotti, Mike Todd, Laurence Olivier, and Leontyne Price in the original television presentation of "Tosca." He appeared monthly on NBC for 12 years, and he has made appearances on Omnibus, and the Hallmark Hall of Fame. In addition, he has performed with numerous opera companies.

From its conception, Monachino has felt that Summer Lyric Theatre should be a "showcase for regional talent." The University is an ideal setting for this type of endeavor. Here one can find available, existing facilities, a base of community support, administrative services, and faculty members qualified to direct the various aspects of the program. In return, Lyric Theatre offers talented students and faculty a chance to gain valuable experience and work side by side with professionals, and it offers the community a form of entertainment that might not be available otherwise.

In the past, Lyric Theatre has offered such shows as *Carousel, The Sound of Music, The Mikado, The Pirates of Penzance,* and *The Merry Widow.* Plans for the 1971 season include *Die Fledermaus, South Pacific,* and *The Vagabond King.* In 1972, the program will be expanded to four shows, and plans now call for extending the opera workshop part of the program to include presentations during the regular school year.



What does it take to get an audience to something like the Summer Lyric Theatre?
First you have to come to an understanding of your audience. If you decide that the purpose of your theatre is entertainment, then you put your emphasis on people, the people in the audience, and the people on the stage . . . and there is nothing to be ashamed of in that.

Once that choice is made, then what does one do? What do you do here?
You try to create an atmosphere where everyone is comfortable. Up until the 1950's, people went to the theatre precisely to be entertained. That doesn't mean that from time to time a play doesn't come along to instruct—*Winterset* is a good example. Plays also have "messages," but a play that is just message is not really a play. So, the person that has a message usually tries to cloak it in an entertainment package. People have stopped going to the theatre because they don't have a good time. No one enjoys going to the theatre to be instructed in their social consciousness. Now that's not saying that the message doesn't have validity; it may have all the validity in the world. But it is like a religious message. People aren't going to church either. People just aren't comfortable being preached to. There has been this change to European pessimism in the hands of great artists—Sartre and Ionesco. And this change has taken place on stage, too. Essentially there are two ways of looking at man, through rose colored glasses or blue—steely blue—cold glasses. And right now we are looking through blue cold glasses.

What about the New Orleans audiences?
Strictly rosy. People enjoy coming to Summer Lyric Theatre. Think of the creature comforts we offer. We serve refreshments for practically nothing. We encourage children to come, which makes it easy for a man and wife to bring their family. And the audience has some feeling for what they are seeing, some familiarity. After all, the American musical theatre is something we are brainwashed in. But it is also renewing something. Doing the type of theatre we do is, of course, an exercise in nostalgia. New York and London, for example, are renewing old shows, *No No Nanette* and *The Vagabond King*. Old movies, Laurel and Hardy, Bogart, have a wide following, even the old movie techniques are being used. It's like a Max Sennett comedy. But nostalgia is not the only influence by any means. Art moves forward rapidly. *Hair* is already passé today. Art is both a reaching back and a moving forward.





Don't people still use this tendency towards nostalgia to draw crowds?
Sure. Everyone tries to get the crowds. Anyone who thinks that *Marat/Sade* isn't a crowd pleaser doesn't know what they are talking about.

What do you think of what happened at La Mise En Scene? (This refers to the raid by the New Orleans Police during a performance of Marat/Sade which resulted in the closing of the show.)
I think it is extremely unfortunate. I had seen the Royal Shakespeare Company production, but they used older people. This production was more a gathering of young people. Of course, obscenity is in style now. There are movies in town far more obscene and they are completely exonerated.

What do you think will happen with the plans to bring in Hair?
I have a hunch that they are going to try to keep *Hair* out? *Hair* has, of course, played in many other places. But I think that they may have been trying to serve warning to the people bringing in *Hair*. (We are informed as of April that the Civic Theatre did cancel the planned engagement.)

What can be done to improve the arts at Tulane?
Our arts are channelled through student activities as contrasted with some of the great schools of fine arts, where it is considered important and handled as an academic affair.

What about bringing in the National Shakespeare Company? Doesn't that suggest that Student Activities is taking a more serious approach to the arts?
That is booking. Something like that is handled by a committee as it should be. But that's different. No, it's difficult to suggest that chorus and theatre and opera workshop be removed from student activities.

Do you think we need more facilities or just more money channelled into the old ones?
We need both. Being realistic, new facilities are not likely. We need a lightning rod for money. This means that the programs have to expand—very carefully expand as we grow.

How do you see Tulane students in relation to the arts?
Tulane students are culturally deprived. They are exposed to the arts, but they come, in the main, from homes where the emphasis is not on the arts. They become critics too soon. One would hope that they would stop being critics for awhile and pick up a paint brush, or study an instrument for ten years or join a summer musical company. One would say how marvelous that they are reaching out and exploring, feeling and getting the sensual kicks of this experience. Our people withdraw into self-contemplation rather than becoming a part of these things. We need to do.

Summer Lyric Theatre is a success, isn't it?
Yes. We are now a permanent program. People in the community are now raising money for us, and we are in the black. We hope to have a little profit to put towards opera during the regular year. I'd like to have $5,000 for an opera. Old Baroque operas or modern operas which are not getting produced. I don't know how the students would buy this, but we owe it to the students, the University, and the community to try. Here is an example of how you build an audience. I'm giving them their candy during the summer, Lyric Theatre is the candy store, but then in 1972, Summer Lyric Theatre is being expanded to four shows, with more opera workshop performances planned during the regular year.

What motivates you?
I think it is my feeling about performers. Regional opportunities are what is needed. The thing to do is develop a theatre which is not based on the star principle. People don't come to our performances to see a name; they come because they have a good time. And the cast has a good time and gains valuable experience.





What would you prescribe for students here in order to overcome their cultural deprivation?
I would prescribe that people join a musical organization, that they join the theatre, that they get involved. And this may strike some chords that hurt, but they should stop thinking automatically that they have extraordinary expertise at the age of 18 or 19. They should be willing to learn from someone who is being paid to teach them. The idea that to get together with some friends and do the same thing you've always done—that this is some great instructive device—is fallacious.

You seem to have some rather unusual ideas for a professor. Not to put it in political terms, but you seem to be both liberal and conservative at the same time.
Well, I like to think of myself as a true revolutionary.

- Greg Ridenour & Matt Anderson







campus nite / seventy-one

FIRST ROW:
Dick Sparpstein
Pat Lee

SECOND ROW:
Robby Smith
Lie Steele
Steve Jones
Sondra Daum
James Guyer
Susie Davidson
Hal Crocker
Lucile Page
David Carey
Patti Prescott
Punki Burghauser
Dwight Bowes
Alma Cuervo
Fred Herman

THIRD ROW:
Jim Merrill
Helen Sneed









"Confessions of a Carpathian Chanteuse", which opened Wednesday night and runs through this Sunday, is a witty musical-comedy concerning the plight of a jinxed summer theater. The plot revolves around the director's (Robby Smith's) attempts at organizing a cohesive show under impossible conditions: his two stars (Punki Burghauser and Dwight Bowes) are a couple of back-biting narcissists trying to regain their former professional status. The sets delivered to the troupe are hopelessly mixed up, and underlying it all are some just as confused love affairs. The resulting play-within-a-play is an outrageous series of flubbed lines and upstaging, and the consequences are just as surprising.

Co-authored by Don Oliver and Patrick Shannon, the story flows naturally, and the humor ranges from broad satire to the sharp cutting exchanges between Burghauser and Bowes . . . Oliver has also composed the musical score which is a high point of the production. He has obviously been influenced by good show music, but this is not to say the score is in any way unoriginal . . . coupled with the score are Annette Harper's fine lyrics. No lines are ever forced, and they can be funny ("The Innuendo Tango"), satirical ("Ah! Love!"), or touching ("I Guess Someone Will Tell Him").

Flashy sets and costumes are critical to this type of play, and "Confessions" has them—thanks to Richard Gaines. The sets are bright and harmonious and can change rapidly with a minimum of distraction. His costuming is colorful without being gaudy, except in the cases of Burghauser and Bowes where they are suitably tawdry. The only flaw in the opening night presentation seemed to be the choreography. Only about one-third of the songs were dance numbers and these seemed strained . . . . . as expected, the actors were a little shaky during the opening night first act, but by the second act they were in complete control and put on the steam. The cast is to be praised for braving the less-than-perfect acoustics of Dixon Hall and emerging successfully . . .

CHRIS MOORE

Tulane Hullabaloo
March 12, 1971

Kuypers at Seventy





Being free from the obligations and regimens of the musical profession is a state to which John Kuypers is not accustomed, but not one alien to his nature. However, his retirement this year from a 45 year career in music has released him into such a state. This imminent retirement caused Kuypers to become the subject of several articles in the local news media, including an interview broadcast by WWL-TV, in which he looked back over the first 70 years of his crowded and active life.



Kuypers began teaching at Hamline University in 1932 when a cut on his hand temporarily forced him to quit playing the viola with the Minneapolis Symphony, a position he had held since his 1926 graduation from Carleton College, where he had majored in English and music. Since that time he has taught continuously, with the exception of one semester.

Though his first experiences with New Orleans came through the annual tour visits of the Minneapolis Symphony, Kuypers' first teaching job here was as a visiting professor at Dillard University in 1958. He began teaching at Newcomb in the fall of 1960 as director of choral activities, which involved the training and direction of the Tulane-Newcomb A Cappella Choir. In addition to his teaching, Kuypers has been very involved in the music life of New Orleans. He has directed the Concert Choir of New Orleans since 1959, and he has appeared as guest conductor with the New Orleans Philharmonic Symphony Orchestra a number of times.



To his teaching, Kuypers brought a love for and personal involvement with his subject matter. His lectures were sprinkled with stories from his longtime study of musical history, and with anecdotes on conductors, fellow orchestra members, and certain works from his days with the Minneapolis Symphony. These, his thorough knowledge of the works themselves, and his frank comments on the life and problems of the professional musician combined to make his courses fascinating, and even thrilling.

Apart from music, Kuypers' greatest love is the sea and sailing on it. He has been fascinated by the sea since boyhood: at the age of 13, he sailed to India from his native Holland as an apprentice sailor. This love for sailing has never diminished. He taught several people here how to sail and regularly spent a good deal of time sailing on Lake Pontchartrain.

Upon his retirement, Kuypers is moving to Italy. He will spend his summers near the sea in a villa at Arpino which has belonged to the family of his wife, Donatella, for four centuries. "I have no plans for doing anything," he said. "I will simply follow my fancy."

Lee Wilkirson
A. & S. '74
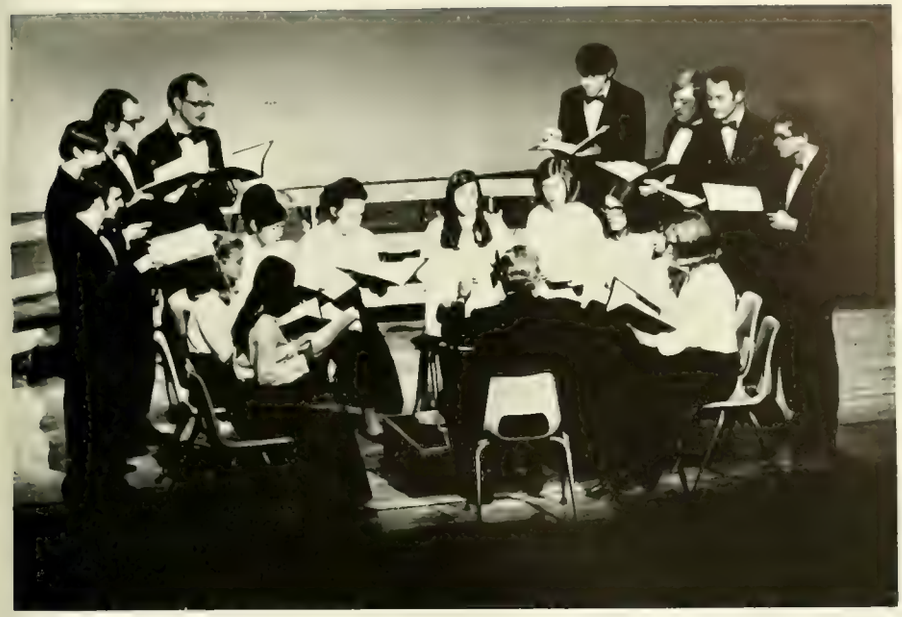
A CAPELLA CHOIR A CAPELLA



SOPRANOS: Christine Boyer, Mary Carrigan, Susie Cooke, Lisette Hays, Jenny James, Rose McCabe, Margaret Miller, Peg Miller, Nanette Mollere, Guamnetta Plummer, Linda Raspolich, Shelley Seaman, Jan Shanhouse, Janet Taylor and Nancy Williamson. *ALTOS:* Stephanie Arthur, Carol Coleman, Jane Faulkner, Kathy Hagaman, Janet Hume, Pam Jones, Chachi Martinez, Ann Muller, Diana Nadas, Debby Olivera, Debbie Sabalot, Karin Swenson, and Connie Zendel. *TENORS:* Alan Hill, Ray Johnson, Jerry Mercier, Dick Orwig, Emmett Price, Bill Toups and Keith Wismar. *BASSES:* Tyler Apffel, David Carey, Bob Dawalt, David George, Lee Goodman, Steven Hartberg, Charlie Hill, Roger Longbotham, Bob Mendow, and Russell Weaver.







CHAMBER CHOIR: Stephanie Arthur, Susie Cooke, Bob Dawalt, Lisette Hays, Alan Hill, Janet Hume, Pam Jones, Roger Longbotham, Chachi Martinez, Bob Mendow, Jerry Mercier, Peg Miller, Emmett Price, Jan Shanhouse, Karin Swenson, Russell Weaver, Nancy Williamson, and Keith Wismar.



PETER HACKS' **AMPHITRYON**

The Arena
March 18, 19, 20, 21, and 25, 26, 27, 28, 1971

OH WHAT A LOVELY WAR By Charles Chilton and the Theatre Workshop

Phoenix Playhouse
Dec. 3, 4, 5 & 6, 10, 11, 12 & 13

Joe Orton's **LOOT**

The Arena
Oct. 29, 30, 31 and Nov. 1, 5, 6, 7, 8, 1970



THE SPRING OF 1967 was certainly a dark period for Tulane's Department of Theatre and Speech. During that semester, six of the nine faculty members resigned their positions at Tulane. Among them was Dr. Monroe Lippman, the man who had initiated theatre courses at the University in 1937, and had served as Chairman of the Department from the time it was created a few years later. Not only did the Department lose many of its valuable personnel, but it also lost the nationally known and respected *Tulane Drama Review*, a scholarly magazine devoted to the art of theatre. The sudden and drastic reduction of the faculty also necessitated cancellation of the doctorate program in theatre.

Those of us who remained in theatre were determined, as was the University administration, that theatre at this institution was not to die. Of course, we had to reassess our capabilities in



ront: Jim Houstle, Jim Goodwin, Gayle Monroe, Jeff Shelby, Craig Christen-
en, Harold Sylvester/*Back:* Alma Cuervo, Joe Goldberg, Janet Setlin,
panna Pessa, Donald Oliver, Annette Harper, Pam Janeczyk, Debra Long,
t Lee, Jan Myer, Jim Merrell/ *On tour:* Arthur Aronson, Tommy Barton,
Dwight Bowes, Punki Burghauser, Traber Burns, Bob Edmundson, Bruce
Gaynes, Linda Mauskopf, Mike Minetta, Billy O'Neill, Dennis Raymond, Jay
Shallett, Robert Smith, Helen Sneed, Sharon Steen, Jim Vial, Ken Wauchope,
Jed Wheeler, Steve Zagor.



theatre education and production, and redefine our goals. But we knew that a valid and valuable theatre program was possible within our limitations, and under the leadership of George W. Hendrickson, we began to rebuild.

One of the problems with the former Department was that it had, to the detriment of the undergraduate studies and activities, become top-heavy with graduate programs. When I first arrived here, the number of graduate students in the Department was almost ten times the number of undergraduate students. For a Department that had started out as an undergraduate extra-curricular activity, this result brought many priorities into question.

We felt that one of our responsibilities in reorganizing the department was to strengthen the undergraduate program and make it the core of our activity. The two graduate programs, the Master of Arts and the Master of Fine Arts, would then take their proper place as extensions and elaborations of that central undergraduate core.

To accomplish this, the undergraduate major and its courses were completely revamped and enlarged. Many of the advanced graduate courses were opened to undergraduates as electives. And in our production undergraduates became the foundation of the talent pool, both onstage and backstage, where they had once been elbowed into the background by graduate actors and technicians.

While dealing with these matters "at home," we also had to correct the widespread notion over the rest of the country that Tulane Theatre had been laid to rest. Advertising and personal contacts helped. But such recent attention as our production of *Oh What a Lovely War* being chosen to represent the State in a National Theatre Festival is our best weapon against this "rumor of death."

Where is the Department of Theatre and Speech today? We have a strong and varied Bachelor of Arts





program with 32 majors, each getting training and experience in all areas of theatre with opportunities for advanced study in each area. We have a strong academic degree in the Master of Arts program. And we have the Master of Fine Arts programs and pre-professional advanced degrees in the areas of stage design and directing. Production activity is at its height, with major productions, M.F.A. graduate-student-directed shows, studio performances, one-act afternoon productions, and classroom exercises. Workshop series in acting and body movement are filled to capacity. Performers and teachers have come to the University for special performances and training sessions.

Theatre dead to Tulane?—Don't believe it!

—Larry Warner



OH WHAT A LOVELY WAR!

"M'lords, ladies and gentlemen, may we present for you the ever-popular War Game!"

With these words and the crack of a whip, the eighth and supposedly final public performance of *Oh What A Lovely War* began. However, who of us realized on that evening of December 13, 1970, that this was not to be the culmination of five weeks (seven days a week, including Thanksgiving recess) of rehearsal. Who ever imagined that this was not good-bye to the play which had once again made the Tulane University Theatre an integral part of the Tulane Campus . . . *Oh What a Lovely War* was just beginning its career as "the show that never died."







This play had been different from the very first day of auditions, when "experienced TUT actors" had been called upon to sing and dance in order to be considered for a role. There had been problems: the little lady in Washington, D.C., who all alone handled the rights to "Lovely War" in the United States, but who was never available (she only worked part-time) for information about the size of World War I slides; the posters that didn't quite make it; the handwritten score that no one could seem to play; and "Uncle Roy" Longmire constantly wailing that we just didn't have any more money.

However, there were the advantages: tremendous actor training stemming from the need to change roles about twenty times during the show; grueling dance rehearsals yielding better body control; and the discipline gained from knowing that one had to be exploding with energy for every performance, because pace, timing, and bright eyes were so important to this show.

The play *had* cost a lot, and so we had to be sure to have large audiences every night; that is, large audiences that would like and understand the show, and would encourage their friends to come.

Attempts had been made in the way of direction to make the play more relevant to American college students of the Viet Nam era. The style of the beginning of the play was changed from that of a pierrot show to a minstrel show, a form of theatre more familiar to American audiences, and then, the viewer was gradually eased into the very British sort of humor—and history—which dominated the play. A very Brechtian newspanel rolled out statistics in Allied-Chemical style, with messages such as: "ALL QUIET ON THE WESTERN FRONT . . . ALLIES LOSE 850,000 MEN IN 1914 . . . " Meanwhile, pertly dressed actors sang and danced the songs of that period. The contrast between the oblivious joy of the people and the deaths on the battlefield was poignantly displayed in this manner.

Publicity was even different from the usual sort, being highlighted by a parade through all the cafeterias on campus (excluding C.R., where we were banned) during lunchtime on the first Friday of the play's run. Armed with costumes, props, and a lot of guts, the singing cast met applause and received recognition wherever it went. We also had full houses just about every night afterwards.

Perhaps one of the greatest moments of all came with the arrival of a telegram from the American Educational Theatre Association on the day after we "closed" telling us that our production of *Oh What A Lovely War* had been selected to represent Louisiana in the Region V conference of the American College Theatre Festival. We were surprised and happy to hear that the University had responded to our need by offering to foot the bill. (Uncle Roy was elated!)

Once again there were problems. Dance numbers had to be re-worked for a bigger stage, and two cast members had to be replaced. This meant a whole new series of rehearsals—this time in Dixon Hall and/or



the Cram Room. However, despite the natural complaints, there was still a tremendous enthusiasm and unity which sprang up within the Department, because at long last, something *we* were proud of had been ostensibly appreciated outside the Theatre Department.

On the morning of January 19, we all boarded the bus for Fort Worth, where the festival was to be held. That evening we pulled into the Worth Hotel and nervously awaited the upcoming performance the next day.

The show went well, despite our inability to use the important newspanel due to technical difficulties. We were all awed by the comparative extravagance of the Scott Theatre (the new Met compared to our Phoenix Playhouse), as well as by the quality of the majority of the productions. Five states were represented by seven plays. We saw them all, made many friends, and gained invaluable experience in theatre.

Although Tulane was not chosen to go to Washington for the national festival, our local reviews were quite good, and two members of the cast were given awards by AETA for their individual performances. Of the twelve such awards given, eight were given to actors from the winning shows.

We brought back memories, friendships, and regional recognition for Tulane, as the kind of theatre school it had once been. And, happily for all concerned, TUT Players were able to bring to Tulane the director of one of the winning plays to conduct a weekend acting workshop for theatre majors as well as for the cast of Campus Night.

Obviously, "Lovely War" *was* lovely, and performing once again for the alumni on March 28 was an honor and a pleasure.

For Tulane University Theatre, thanks to this play:

"A little further we will go, oh, oh, oh, oh,
Then we'll drop both our oars
Take a round of applause
And then we'll go, go, go."

—Alma Cuervo
Newcomb '73









ROTC

The Tulane campus acceptance of ROTC is another case of "isn't"s. It isn't militantly hostile nor enthusiastically supportive. In the wake of prior years' demonstrations, the worst harrassment the freshman cadets and midshipmen have received is good-natured kidding from acquaintances. At the same time, ROTC is no longer touted as the repose of the most dynamic, talented leadership on campus, even by the commanding officers. The mood now seems to be one of acceptance of ROTC as a valid option to those who desire it, and harmless to those who don't. Cadets are no



longer considered to be warmongers, and those opposed to ROTC are no longer considered criminal anarchists.

To the ROTC participant himself, things are considerably different from prior years. Curriculum changes in all three programs have changed the ROTC class from a crib "A", busywork course to a serious academic effort. Particularly in the Army program, changes have included the institution of history and political science courses taught in the respective Arts and Sciences departments, and the introduction of academic study of management and leadership in the military classes. As a result, the ROTC curricula at Tulane are considered among the best and most progressive in the nation. This was borne out by the ROTC freshmen, who generally praised their classwork as interesting and challenging. Still around, however, are regulations concerning hair, dress, and discipline; these seemed to represent the area which elicited the greatest amount of dissatisfaction among the cadets and midshipmen.

One of the more sustaining aspects of the ROTC picture which is not generally known or

		1968-69	1969-70	1970-71
AIR FORCE	enrolled	200	112	67
	scholarships	(not available)	23	25
ARMY	enrolled	297	171	90
	scholarships	22	25	31
NAVY	enrolled	181	170	140
	scholarships	95	99	100

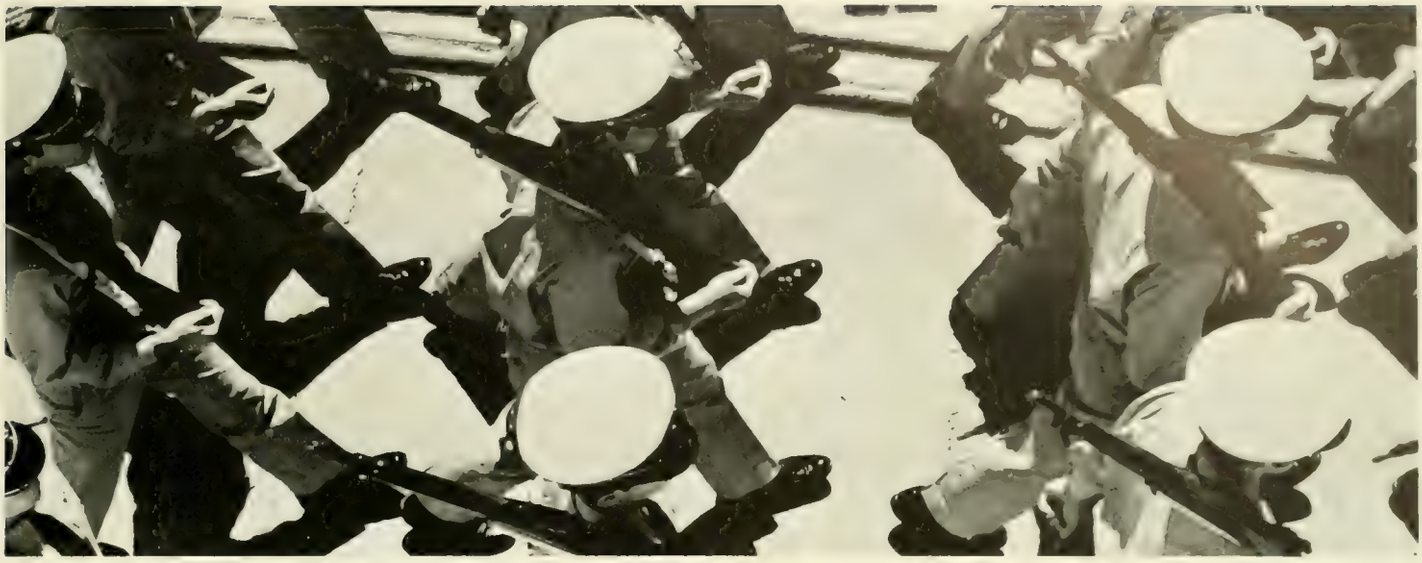


appreciated is the University Committee on ROTC Programs. This year, the committee, which began as an ad hoc committee resulting from the ROTC demonstrations, was formally chartered as a permanent University committee. Composed of seven faculty, two students, one administrator, and the three senior ROTC officers, the committee serves as the governing "department" for the ROTC programs at Tulane. It is empowered to "advise the university . . . on all matters concerning ROTC Programs at Tulane", to "review all ROTC courses . . . about both content and University credit", to review and make recommendations on all new ROTC officers proposed for faculty duty at Tulane (with full veto power over appointments), and to "hear appeals from students enrolled in ROTC on matters concerning their academic standing in ROTC" (quotes from the Committee charter). These extensive powers are a direct result of objections raised by students and faculty to the operation of ROTC at Tulane.

In the spring of 1971, it seems more appropriate to write of what ROTC at Tulane *isn't*, instead of what it is. That ROTC prepares students for commissioning in the armed forces, and includes classes, drill, and summer training is generally known. What is not known, even by many of those in the ROTC programs, are some of the profound, if subtle, changes which have taken place in recent years.

Participation in ROTC has quite obviously experienced a significant decline. In interviews conducted with the unit senior commanding officers, the consensus opinion was that this is due at least in part to the general decline of the image of ROTC and the military as a whole. Even in the short span of four years, the change in attitude from one of respect and admiration to one of reluctant tolerance has been noted by many observers. Col. R.W. Aronson of the Army astutely characterized this disenchantment with the military as peripheral to the larger "national debate" over our goals and val-



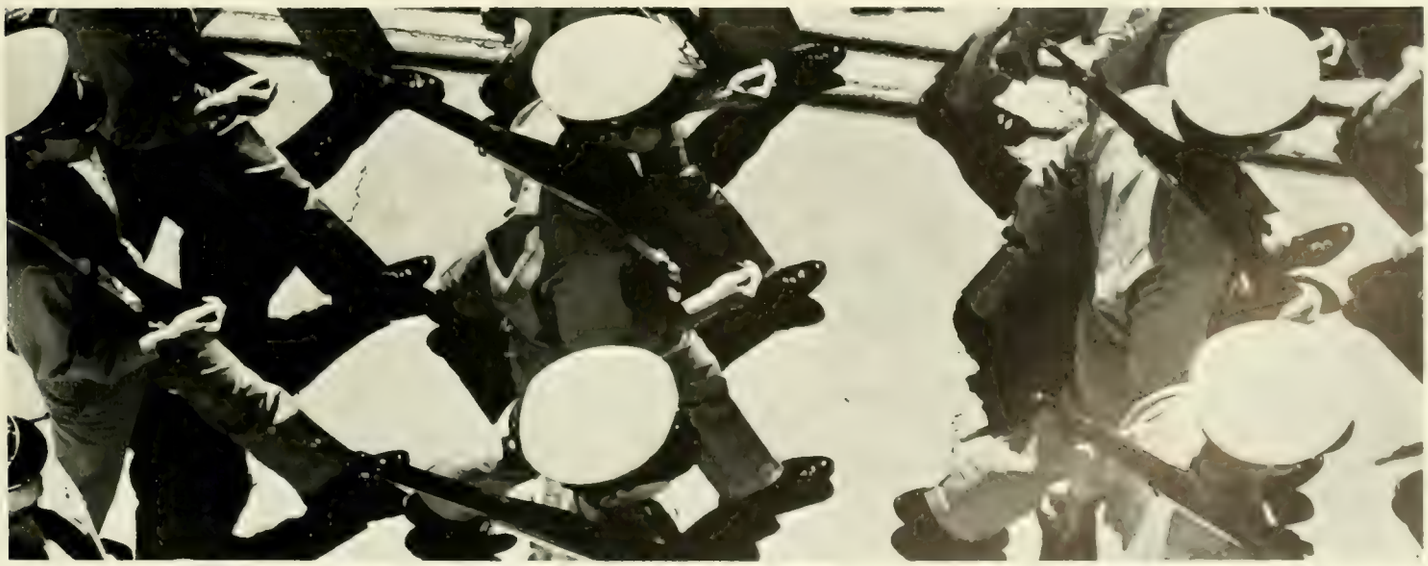


ues, which has been motivated by questioning of the American involvement in Southeast Asia. Other reasons suggested for the decline are lower draft quotas, the initiation of the lottery system, and the reduced activity in Vietnam, whereby many college students feel less threatened by the likelihood of induction.

So why join ROTC? A number of freshmen related that they entered with the intention of waiting to learn their lottery number, and then continuing on to the advanced program or dropping out on the basis of their number. Indeed, the attractiveness of serving one's military obligation as an officer rather than as an inducted enlisted man was the most frequently cited reason for joining ROTC. The scholarship programs offered by ROTC also attracts some participants. The number of scholarship recipients, who receive full tuition and fees, increased while the total enrollments decreased. In fact, for the academic year 1970-1971, Tulane received approximately $330,000 in scholarship tuitions from ROTC. Proposed legislation relative to establishing an all-volunteer armed force would almost double the total number of scholarships available nationwide, as well as increasing the monthly stipend paid to each recipiant from $50 to $100, in order to attract more participants. Tulane is one of the few universities to still offer its student body a choice of all three ROTC programs. Next year, pending university administration approval, Air Force ROTC will begin accepting women in the advanced program, leading to a commission in the Women's Air Force.

Perhaps ROTC will not survive at Tulane, especially if selective service is eliminated. But for now, ROTC offers a choice to those who desire it, brings considerable scholarship monies to Tulane, and is attempting to improve and bring the ROTC programs up to the academic level and responsibility expected of any other department in the University.

—WALTER LAMIA



Message from Seoul

Carlos Martinez
450-76-2771
USC/USFK Patrol
APO San Francisco 96301

U.S. AIR MAIL 10c

POSTAL SERVICE 1971

Air Mail

Matt Anderson
c/o Jambalaya Office
Tulane University Station
New Orleans, La.
70118

SECRET

Matt,

It would appear that I have been quite negligent in conveying my thoughts to you, but the situation is always one of confusion and general chaos. I suppose that you have heard by now that Jim stationed in Korea. Jim never been so cold. Seoul is one of the most polluted cities in the world, and they just started to industrialize in the late 50's. Without the U.S. Korea would be one big garbage heap. We are greeted here with open palms and very little else. A couple of generations of Koreans have learned to play on the sympathy of the average G.I. Away from home and with few friends, the G.I. usually searches for a little entertainment. The clubs here play American music, the prostitutes dress like American girls, and the G.I. winds up spending his paycheck. I am keeping away from all that because its just not for me. Jim angered at the double standard of many who come over here. They write home about the hardships and loneliness, yet they keep that is called a "moose" for about $100 a month. what she is, is nothing more than a steady whore. Americans are obnoxious as hell and try to Perk a lot of these people o named. They all consider you would love the attitude of a lot of guys here. the Army a great big joke. we go to work each day and forget it after 5 P.M. Everyone plays the Army game for what it is. There is always a lot of discussion and people keep their minds healthy. The whole peace movement has not been in vain.

I can remember how the yearbook once was so antimilitary, and I wholeheartedly agreed. Being in the military now, things have

changed a good bit. Being a soldier is a rather thankless job. Nobody wants to be away from their home, family, and friends. We agree with the objectives of the peace movements, but are rather limited as to what we can do. You know how the military judicial system works. Kids shouldn't condemn us all as if we were the criminals. We are fighting our own battles within the Army, and we have won a few concessions. The Army is scared of what can happen. We just don't take orders without question. All of us are men who think of what the situation would be like back home if we just followed blindly. Please try to make the kids back home understand how we feel. There is nothing in this world that we want more than peace. Whenever they see a soldier, they should try to smile and not curse at him. We have decided to play the game for a short while, then go out into the real war to change the world. School is fine and entertaining, but there is so much more. One has to be committed, not to a grand scheme, but to his fellow man. Don't be party about it, just be honest.

Jim sending this small drawing executed during a fit. Also, if you want to print some of my letters, go ahead. I shall probably hear about it, but I must be heard. You can edit all you want - in other words whatever would be most dangerous to me. Let me hear from you.

Peace,

Chief



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JAMBALAYA 1971

EDITOR

MATT ANDERSON

PRINCIPLE ACCOMPLICES

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WYLIE HANSON, PATRICIA HOPKINS,

RICK STREITFELD, AND SHEILA SILVER

ARTWORK

FRANCISCO ALARCÓN/ 76, 98, 179. BILL CLARK/ 17, 20, 42. RENÉ JOSEPHS/ 28-35. TOM PELLEY/ 91, 104.

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1971

TULANE

NEW ORLEANS

VOLUME 76

JAMBALAYA

UNIVERSITY

LOUISIANA

BOOK 2


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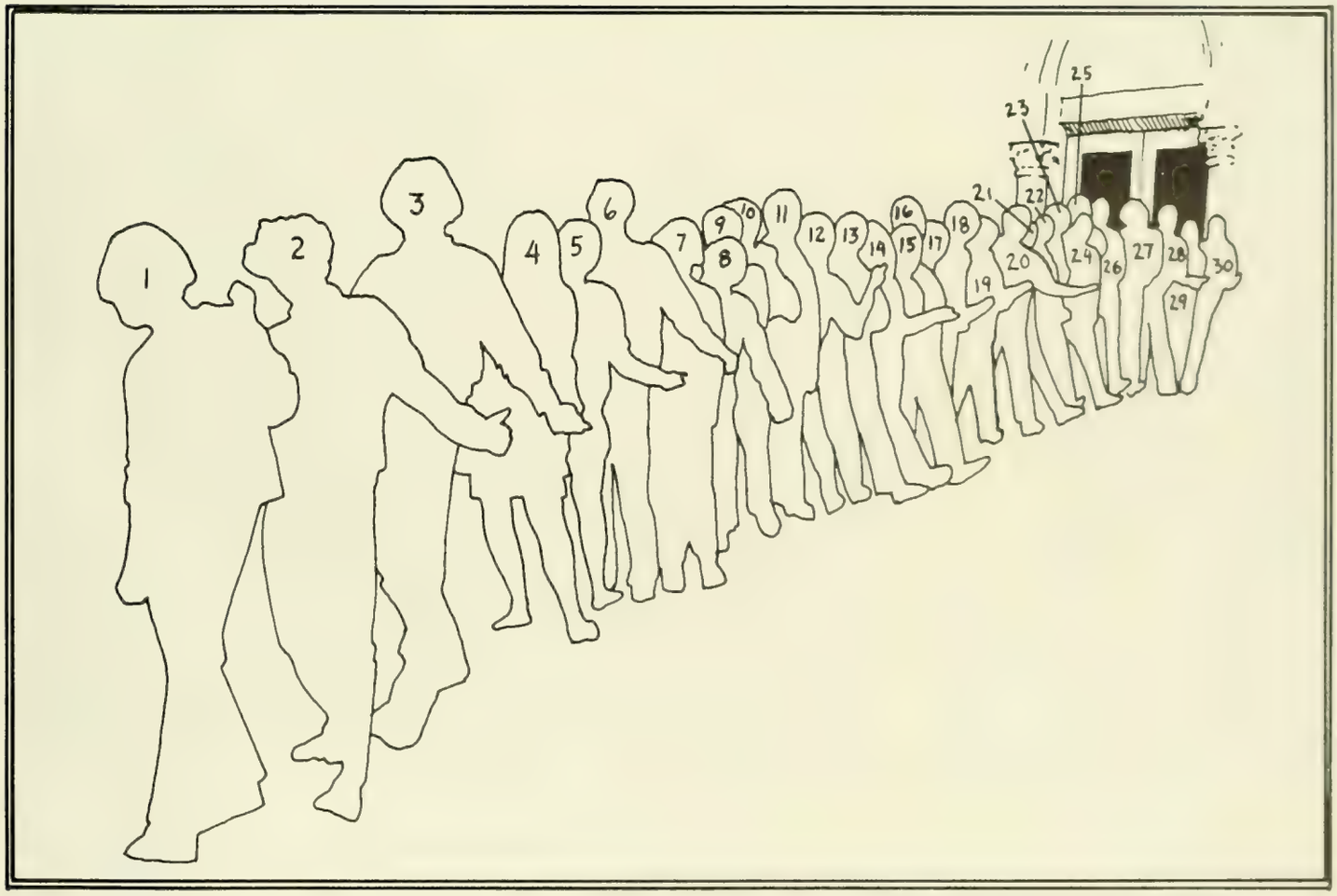
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Fifth Year

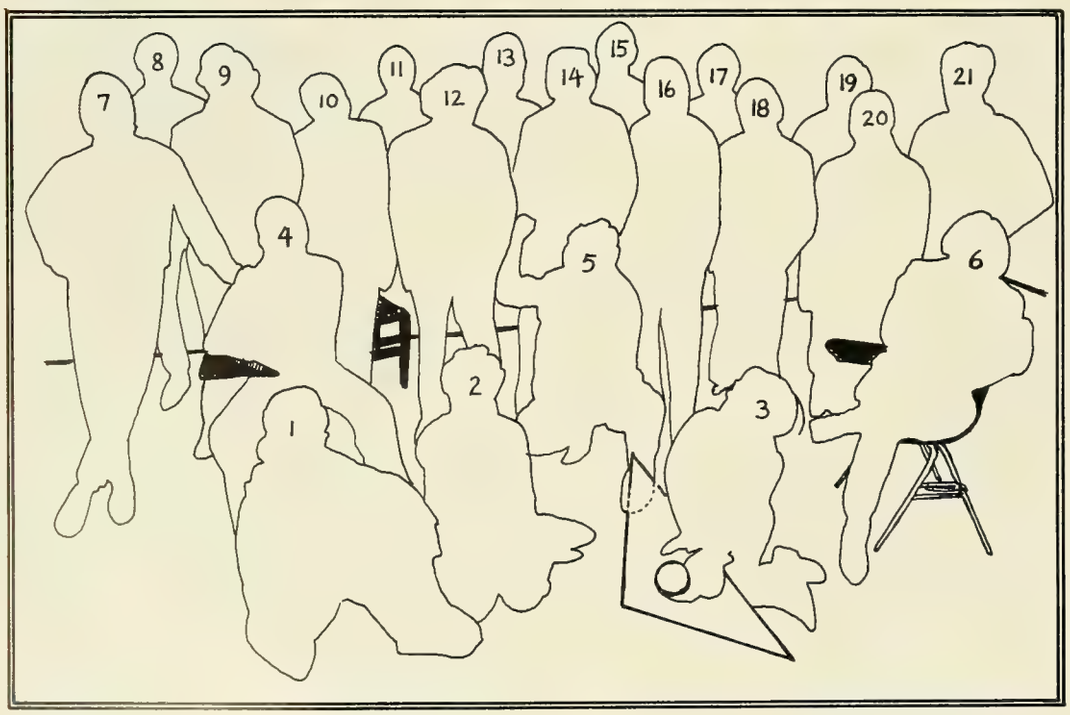


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MARY SCHAUB / 4
BESSIE WYMAN / 5
JERRY STEPHENSON / 6
PETER SCHLESINGER / 7
RUDY BARTON / 8
JOHN HANNA / 9
BOB DEMARCO / 10
JAMES SALMI / 11
LEWIS GRAGER / 12
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EVE VALENTINE / 14
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HENRY DUPLANTIER / 25
JOH BLEHAR / 26
WYLIE DAWSON / 27
JEFF GARTH / 28
BETSY BALDRIDGE / 29
STEVE MANN / 30

ON THE BUS:
BOB FLACK
GEORGE MILLER
GROVER MOUTON
BOB RICH





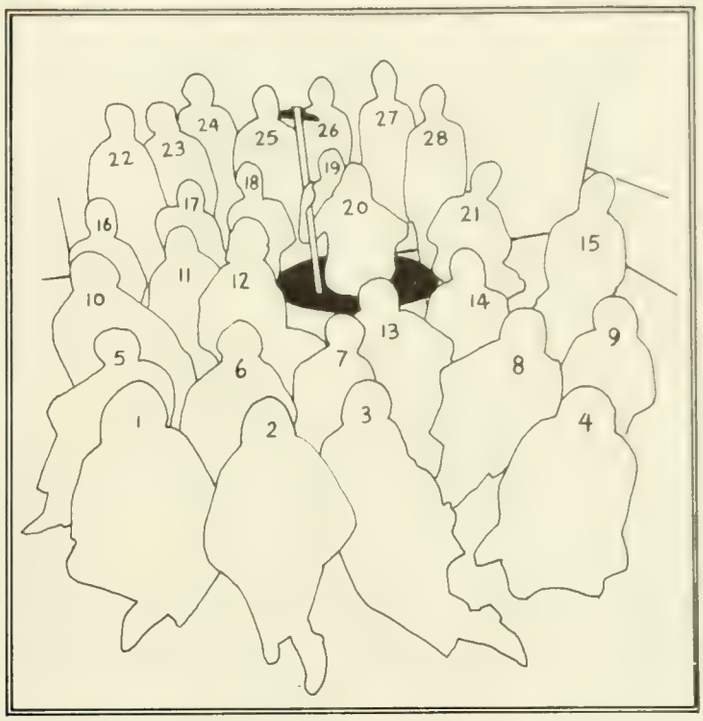


Fourth Year

1 / DALE ZINN
2 / ANN QUARLES ZINN
3 / JOAN KING
4 / BOB FATOVIC
5 / ALVIN COX
6 / BRYAN THOMPSON
7 / LEE TRICE
8 / CHARLES MCGEE
9 / JEFFREY ARMITAGE
10 / DR. BERNARD LEMANN
11 / JAMES REID
12 / SHELDEN CANTOR
13 / ANTHONY TAFFARO
14 / AARON NAVEH
15 / SAM CRAWFORD
16 / DANIEL SIGAL
17 / ROBERT WILSON
18 / JOHN DRYE
19 / RON BARLOW
20 / HAROLD PIQUE (SKIP)
21 / WALTER DALY

JURY WEEK CASUALTIES:

RICHARD BAUMANN
WILLIAM CAMIN
JOHN HOBBS
JACOB KATSMAN
GEORGE KELLY
MARY MCELROY
NICHOLAS MUSSO
HENRY POTTER





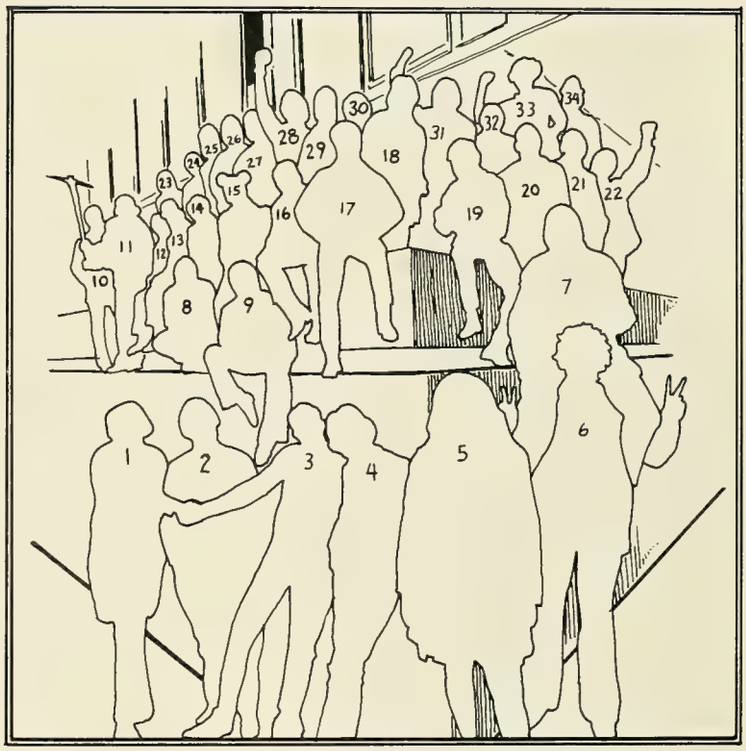
Third Year

1 / JOHN SAIBER
2 / DONALD BERG
3 / WILLIAM KENDRICK
4 / JOHN FERNSLER
5 / MIKE MASON
6 / BILL SEALY
7 / BOB LEVY
8 / LARRY WIZNIA
9 / ANDY SPATZ
10 / PAUL NAECKER
11 / STEVE NEWMAN
12 / BRIAN SAYBE
13 / GARY CONNOR
14 / COLLINS HAYNES
15 / TAYLOR BLOOD
16 / KEITH HOOKS
17 / LUCAS CAMBO
18 / STEVE RICK
19 / RICHARD REEVES
20 / JANE EVANS
21 / ANDRE VILLERE
22 / STEVE GARDNER
23 / JIM FARR
24 / F. L. WRIGHT
25 / MERRILL BROWN
26 / STEVE SOBIERALSKE
27 / GLEN LEROY
28 / KNOX TUMLIN

STUCK IN ELEVATOR:
ELIZABETH ACOSTA
BETSY BALDRIDGE
MARY CUNNINGHAM
DEAN JOHNSON
CHARLTON JONES
MIRIAM LEMANN
JERRY LEMANN
SALLY NETTLETON
HARRIET SEIDLER
ROBERT TOM
ERIC VAN REED
KAREN WIZNIA

Second Year

1 / GILL JAFFE
2 / THOM JENKS
3 / TIM FRECH
4 / FRANK RIEPE
5 / SUE VAN HART
6 / LEO WIZNITZER
7 / TERESITA CASTELLANOS
8 / HARRY B. SMITH
9 / LARRY HESDORFFER
10 / MIKE HOWARD
11 / CHRIS BENTON
12 / CLAUDE BEAUDREAULT
13 / JOHN BRADLEY
14 / STEVE ROBBINS
15 / SONNY SHIELDS
16 / J. AUSTIN
17 / CAL JONES
18 / MARTY CYBUL
19 / PETE SMITH
20 / CARLOS CESPEDES
21 / CHARLES MONTGOMERY
22 / FRANK MASSON
23 / MIKE STEIN
24 / STEVE KITKO
25 / JAMES REINHART





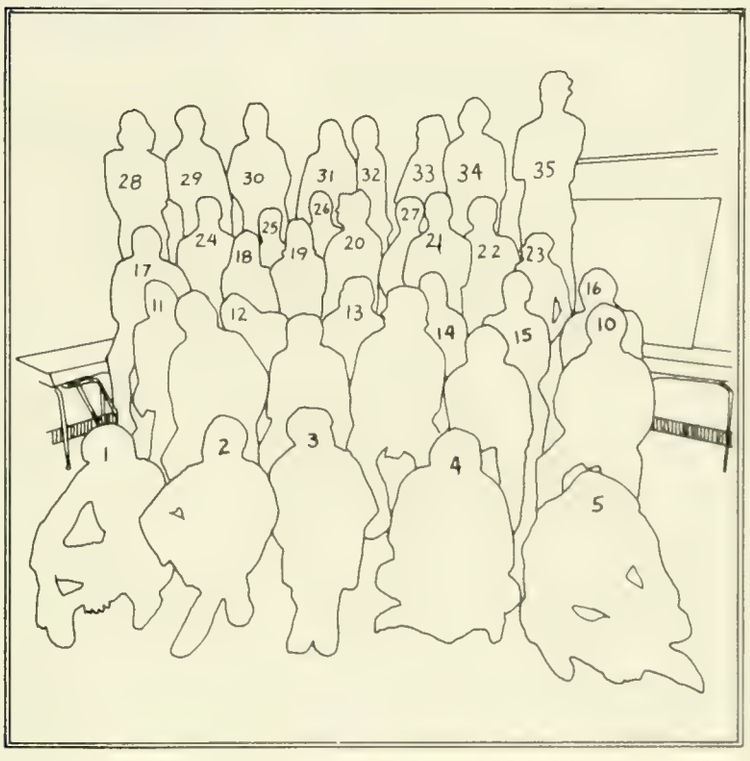
26 / CLIFF ROSS
27 / MARK MILLER
28 / CHUCK MCKIRAHAN
29 / MARK BADGER
30 / AL MARTINEZ
31 / JAMES CRAWFORD
32 / FRISCO X. ALECHA
33 / TOM PORTER
34 / THORN GRAFTON

AT THE ZOO:
ALICE EICHOLD
SARA HILL
PAT LAREDO
RICHARD MASON
TANNAZ NIZPOUR
EUGENE OGOZALEK
BOB TURNER

First Year

1 / MARK SPELLMAN
2 / THOMAS SAUNDERS
3 / CHRIS YOUNG
4 / OUR LOCAL FRIEND
5 / DAVID GRANT
6 / HANK LONG
7 / NICK POWELL
8 / PHILIP DREY
9 / CHUCK AVERBACH
10 / DENNIS DREGO
11 / JANINE COLLINS
12 / JOHN ROBB
13 / PETER SIMPSON
14 / ROBERT OLIVIER
15 / CARL MAGILL
16 / ALEX ALKIRE
17 / PETE BARICEV
18 / MARSHA BROWN
19 / JEAN DE BARBIERIS
20 / BOB STRUMMI
21 / R. C. SMITH
22 / CHARLES SPANSEL
23 / DENISE MICHELET
24 / DWIGHT THEALL
25 / STEVE TOUSEY
26 / MONTY SMITH
27 / MICHAEL RICHARDSON
28 / JOSEPH DAVIS
29 / ARTHUR PEDLEZ
30 / ROBERT RICHEY
31 / CRICKET MOORE
32 / ROLAND FANGUE
33 / SERENA RANDOLPH
34 / ROBERT SCHOEN
35 / STEVE JOHNSON



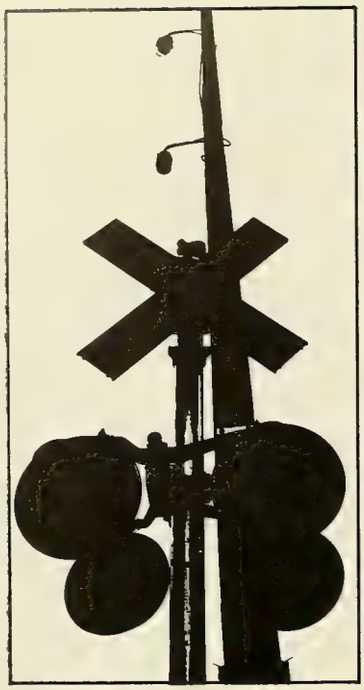


OUT TO LUNCH:
GENE BATES
TONY BULTMAN
KENNETH BURNS
MIGUEL CARLO-COLON
CLYDE CARROLL
ROBERT CHAPMAN
LAWRENCE COMISKEY
JOHN DABNEY
ROSS DOWNING
PAUL DUPRIE
TERRY FABER
PATRICIA FISHER
DANIEL HALL
THOMAS HAYDEN
DONALD HOLLINGS
SUSAN HORTON
KENT JOHNSON
LAWRENCE JOSEPHSON
CURT JORGENS
ANTONIO LUCAS
ROBERT MCKENNON
ROBERT MONSARRAT
HECTOR NADAL
LAURIE PETIPAS
PETER SCHMIDT
JOHN TAMPLIN
SPIROS VAMVAS
GERALD WAGNON
JERRY WITHERS
WILLIAM WRIGHT

DAVID ABERCROMBIE
CHUCK ALLEN
MARIDEL ALLEN
RICHARD R. ANDERSSEN, JR.

SAMUEL HENRY ANDREWS
LINDA ARONSON
MARILYN ASHER
JOHN AUDICK

CECILIA AUSTIN
JOSEPH BAGGETT
EMAY BUCHANAN BAIRD
VICTOR J. BARBIERI



ROBERT B. BARBOR
JONATHAN S. BARNETT
STEWART R. BARNETT, III
THOMAS BARTON
JEFFRY A. BASEN
BRIAN BASH

BERYL BECKER
MARCIA BENNETT
GREGORY E. BERTUCCI
RONALD S. BERTUCCI
DON BLACKARD
ALEXANDER H. BLUESTONE, JR.

LES BOCKOW
OFELIA CRISTINA BOGRAN
DAVID CORIELL BOOTH
C. DE FOREST BOUDREAUX
RALPH STEWART BOWDEN
BARRY HOWARD BRAUN

STEVE BOYD
BONNIE BRODY
CORMETT R. BROOKS
PUDDIN BROWN
CHARLES W. BROWN
JOSEPH R. BROWN, JR.

R. LEONARD BROWN, JR.
JOSEPH BRUCE
LILLIE BRUM
ANDREA BUCARO
ILENE BUCHALTER
BRUCE A. BURGA



DIANE BURNSIDE
LINDA G. CAHAL
GORDON RANSDELL CAIN
CATHY CALISCH
JOHN PAUL CAMPBELL, III
CLAUDETTE CAMPBELL



DAVID B. CAMPBELL
RICHARD A. CANTOR
JOHN E. CAREY
H. PHILLIP CARNES
MARKIE CARRELL
SHARON CARRIGAN



ELLEN CARTER
SHELLEY CITRON
SUSAN CLADE
PEACHY CLARK
CLAUDE CLAYTON, JR.
CRAWFORD CLEVELAND



BILLY F. CLINGON
JOAN CLONINGER
ROBERT COUVILLON



BRUCE CRAIG
PAUL EDWARD CROW
MARY MARTHA CURD



STEPHEN C. CURTIS
JAMES G. DALFERES
DALE DANE



ROBERT C. DART
CECILIA C. DARTEZ
SONDRA DAUM
GWEN DAVIDSON
KENNY DAVIS
MARK S. DAVIS

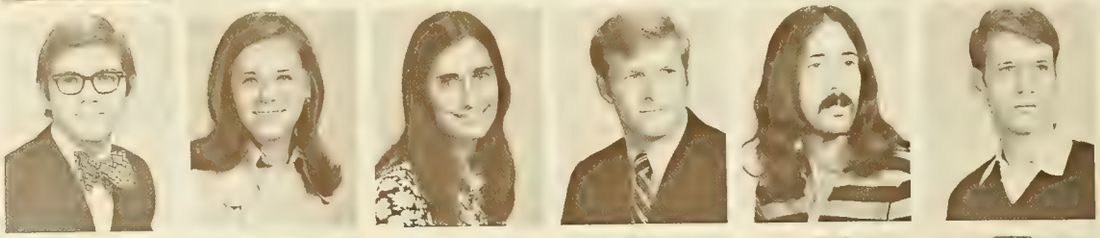


HECTOR DEL CASTILLO
SUZANNE M. DEL MARMOL
GERALDINE S. DE LONG
SANDRA L. DENARI
CHARLES E. DE WITT, JR.
RICHARD DOBKIN

SHELLEY DORFMAN
JOHN CLAY DORRIS
JIMMIE DRESNICK
GEORGE BRYAN DUCK
KENNETH DUCOTE
PRISCILLA DUNN



W. CLARK DURANT, III
DONNA JEAN DYKES
JEAN B. EAGAN
TERENCE D. EDWARDS
RICHARD EICHENHOLZ
JAMES S. ELLIOTT, JR.



GENE ELLIS
RANDALL C. ELLZEY
CHRIS EVANS
MARY FABRE
DAVID M. FAJGENBAUM
STEVEN B. FEDER



STEVEN FELSENTHAL
MARTIN FENSTERSHEIB
THOMAS N. FIDDLER
ELLEN FINLEY
LORI FINN
LOXLEY FITZPATRICK



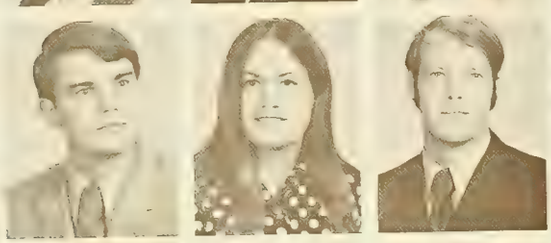
SUSAN FLAMM
SHERRY FLASHMAN
MARY FRANCES FONTE



ELIZABETH WILL FOUTS
PHILIP L. FRANK, JR.
KATHERINE FRASER

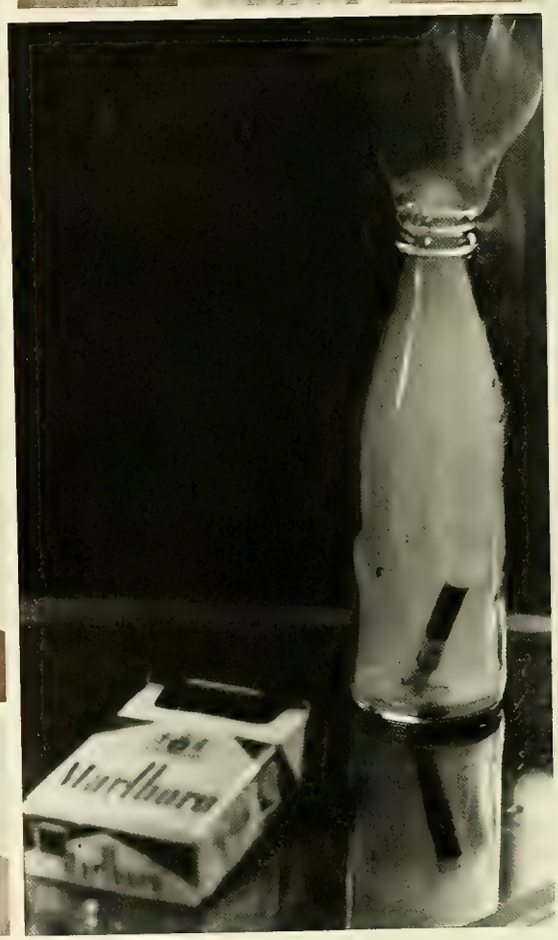


CLAY B. FREDERICK
CAROL FREEMAN
LOUIE D. FREEMAN



PATRICIA FRIELDER
CHRISTOPHER BURKE FRUGÉ
JIM GARTS







MICHAEL GEERKEN
JOHN GILL
BARBARA GINSBURG
MARYANN GLUCK
BARRY GOLDSMITH
KENNETH B. GOLDSTEIN



JANICE L. MARIA GONZALES
LINDA GONZALES
ROBERT C. GOODWIN
BETTY GORDON
PEGGY F. GORDON
RAY GORDON



HARVEY GROSSMAN
JAY GRUBER

WALTER GRUNDY
EDWARD GSCHWENDER



GORDON GSELL, JR.
MARTIN RICHARD HAASE
GWENDOLYN C. HAGER
JOHN HALEY
BARBARA B. HALL
LISA HALL



MEREDITH A. HARPER
NANCY HARRIS
VIRGINIA HARRIS
SANDRA S. HARTLEY
STEPHANIE HAYNES
ELISE C. HAYS



A. CHRIS HEINRICHS
NED HEMARD
JOEL HENDERSON
JEAN BARTON HENRICKSON
MIKE HENRY
JANET HETHERWICK

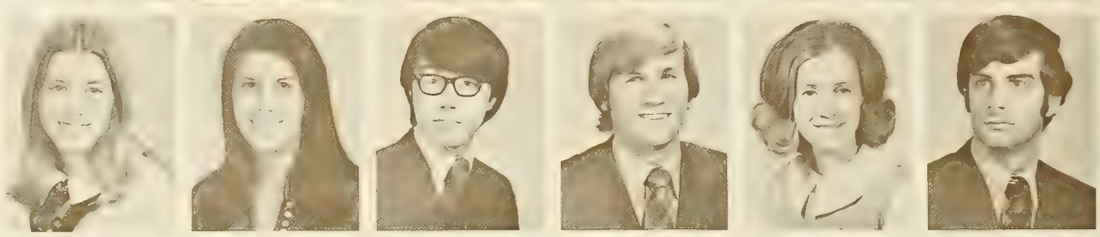


DALE R. HILDING
DEIRDRA HILL
NANCY GOLDSTEIN HOFFMAN
PHILLIP H. HOFFMAN
CAROLYN HOLDEN
RICHARD P. HOOVER, III

PATRICIA LOUISE HOPKINS
MARK R. HOROWITZ
TOM IRELAND
ROBERT IRVINE
SHELLY ITELD
JOAN L. JACKSON



MARY ELIZABETH JACKSON
SARALYN JACOBSON
HARRY JOE
GREGG JOHNSON
KAREN GAIL JOHNSON
BRUCE S. JOHNSON

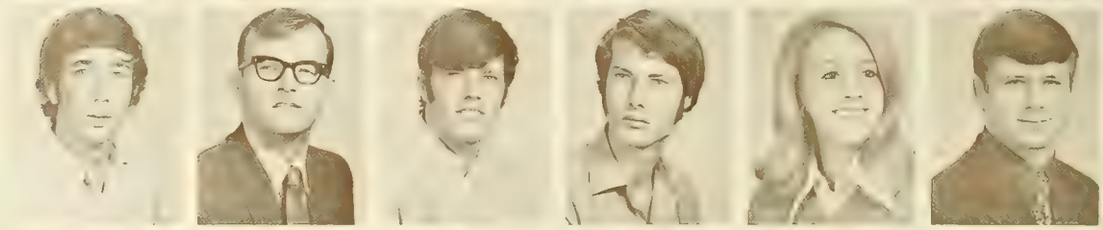




STELLA A. JONES
MARCIA LEE JORDAN
KIM JOVANOVICH
RONALD KAPLAN
DENNIS KASIMIAN
MARY KAY



SAM KAYSEN
CHARLES F. KELLEY, JR.
THOMAS N. KENNEDY
MICHAEL J. KHOURI
LANA KILLGORE
BARNEY KING



RICARD KINGREA
JOHN C. KIRCHNER
RICKEY C. KIRKPATRICK
MANUEL L. KNIGHT
PEGGY ANN KOVEN
KAY KRAFT



STEVE KRAMER
MONTY KRIEGER
ALAN D. LAFF
CATHY LAMPARD
TUPPER LAMPTON
ANTHONY V. LA NASA



EURGIA C. LAND, JR.
LUCY LANE
LEE LATIMER
EDWARD LE BRETON
BRUCE F. LEE
ROBERT LEE



RICHARD H. LELCHUK
TERRANCE J. LESTELLE
RICARD D. LESTER
JAMES LEUNG
ROBERT N. LEVINSON
GARY MORTON LEVISON



CLIFFORD J. LEVY
LESLIE ALL LEWIS
RANDOLPH G. LEWIS
LORAINE A. LOCKWOOD
DALE G. LONG
PETER A. LOPEZ



ALBERT S. LOW, JR.
SALLIE LOWENSTEIN
STEPHEN P. LUKIN
MICHAEL H. LUTZ
WILLIAM B. MABRY
MICHAEL MACWILLIAMS



MICHAEL L. MAGEE
LAUREL L. MALOWNEY
IRWIN MANDELKERN
KAREN MANEMANN
SANDRA MANSOUR
ROBERT L. MARCUS



LEON E. MARTINY
MARY MATHEWS
MARYANNE MC ALPIN
JOHN G. MC CARRON, JR.



MARY J. MC CLINTOCK
ED MC CORD
GEORGE F. MC GOWIN
LEO MC KENNA



MARY MC KINNEY
EUGENE B. MC LEOD, JR.
JAMES R. MC NEAL
DANIL MERDES

MARY MEREDITH
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PATRICIA ELSE MONACO

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EILEEN DWYER MORRIS
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JULIE ANN NGUYEN
ANDREW G. NICHOLS
ELAINE NODEN

WALTER NORTON
ELLIOTT NOVY
PHYLLIS NUGENT
ILEANA OROZA
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RUSSELL PALMER

MURIEL S. PALMGREN
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JOHN R. PEMBERTON
SUSAN POLACK
H. LOUISE PORZIG
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PAM REICH
A. L. RICE, III
EDWARD C. RICHARD





FAY AYCOCK RIDDLE
GREGORY P. RIDENOUR
NORA RILEY
ANNE RISER
LEWIS S. ROACH
E. ROBERSON



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KATHLEEN L. ROGGE
E. CATHERINE ROSE
LOUIS ROVELLI
CHARLES S. RUARK, JR.
ROBERT RUDERMAN



CLIFFORD NEIL SAGINOR
JOHN SALSTONE
FERNANDO SANCHEZ
K. DICK SANDERSON



MIKE SANFORD
SAM SCELFO
JAY SCHILLER
TERRY SCHREIER



NANCY JO SCHWARTZ
SHELLEY A. SCOTT
JOH. W. SEARCY
RAYMOND C. SEGHERS



THOMAS SENETTE
PAMELA JANE SHAW
STEVE E. SHAW
DONNA SHERLOCK
H. EDWARD SHERMAN
MARIAN SHOSTROM



CYNDI SHOSS
JERRY E. SIMS
TAMARA SINDLER
BETH SINGLETON
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ROSE SMITH



SHARMAN SMITH
STUART SMITS
ALVIN R. SOLOMON
DONALD J. SOMMERS
WALTER SOMMERS
EVAN R. SOULÉ, JR.

CHARLES L. SPENCER
STEVE SPOMER
LOUIS J. STANLEY









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WILLIAM D. STEGBAUER
PEGGY STEINE







CYNTHIA STEVENS
RONNIE STEWART
SUSAN STINE







D. KIRK STIRTON
MARK STOOPLER
MELVIN V. STRAHAN







TERENCE K. SULLIVAN
JOHN R. SUTTER
CAROLE SWANAY
HAROLD SYLVESTER
BETTY SUE TALBOT
JAMES P. TATUM













FRANK TEDARDS
RICHARD TELLER







KATHERINE TEMPLETON
DOROTHY TOBY





JUDSON E. TOMLIN, JR.
SHELBY TOMLINSON
JOSEPH F. TOOMY
CRIS TRAXLER
ANDREW M. TREICHLER
LAURA TURNBULL















STEPHANIE L. TWILBECK
THOMAS F. VAN BUSKIRK
STEPHEN A. VANN
CAROLINE VINCENT
JOAN D. VINOT
ANNA WADE



SUSAN J. WADE
ROGER WAGMAN
SUSAN WAGNER
JOSEPH M. WALKER



VASCO WALTERS
JACQUELYN K. WARR
ROBERT H. WATSON
STEPHERN B. WEBB, III



CRAIG WEIL
RIKI WEINSTEIN
RUTH E. WEINSTEIN
ROBERT C. WESSLER



DEBORAH WHALLEY
CASSANDRA WHEELER
DIEDRE P. WHITE
MILDRED WIENER
ALICE WILBERT
A. SHERRY WILENSKY



JOHN WILLIAMS
JOHN S. WILLIAMS
LINDA WILLIS
TAMARA WINTER

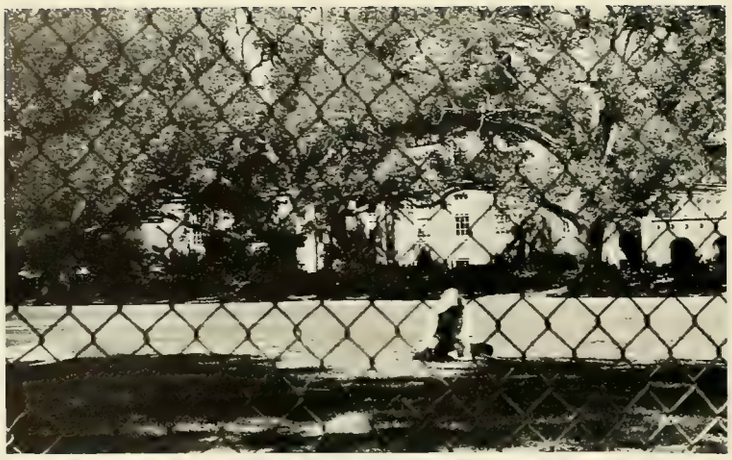


CAROLYN S. WOOSLEY
ERIC WORRALL
C. R. H. WRIGHT
WILLIAM WRIGHT



MARGARET YANUS
STEPHEN ZAGOR
SUSAN ZELINGER
CONSTANCE ZENDEL
MARTHA JANE ZIMMERMAN
ROBERT ZURCHER

WILLIAM ABERMAN
CONSTANCE V. ABRAHAM







BILL ABRAMOWITZ
LAWRENCE M. ABRAMSON





GALE ADAMS
PATRICIA ADKINS
BONNIE ADLER
AL AGRICOLA
STEPHEN AKIN
CHRISTY ALLEN



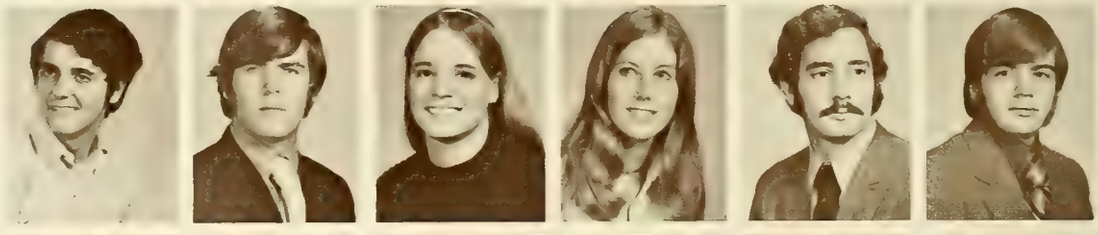
DANIEL ALLEN
VAVANN B. ALLEN
MICKEY ALLWEISS
JORGE ALVAREZ
THOMAS AMADIO
JEFF C. ANDERSEN



BEVERLY ANDERSON
CRAIG ANDERSON
DOUGLAS W. ANDERSON
LAURA ANDERSON
DENNIS M. ANGELICO
JAY ANTIS



TYLER APFFEL
EDWARD B. ARCHBALD
BILLIE ARMSTRONG
NEIL ANN ARMSTRONG
STEWART ARMSTRONG
RONALD J. ARONOFF



ELIZABETH P. ARONSON
JO ARPIN
STEPHANIE ARTHUR
PAUL ARVITES
MICHELE ASMUTH
NEVAH ANN ASSANG



RAY ATTANASIO
YUK LUN AU
TAYLOR AULTMAN
GIL AUST
ROBERT H. AUTENREITH
JIMMY AUTIN





MARTHA AZAR
CHRIS M. AZBILL
JOHN J. BAEHR, III
HENRY L. BAHR
ROBERT H. BAILEY
ALAN R. BAIRD



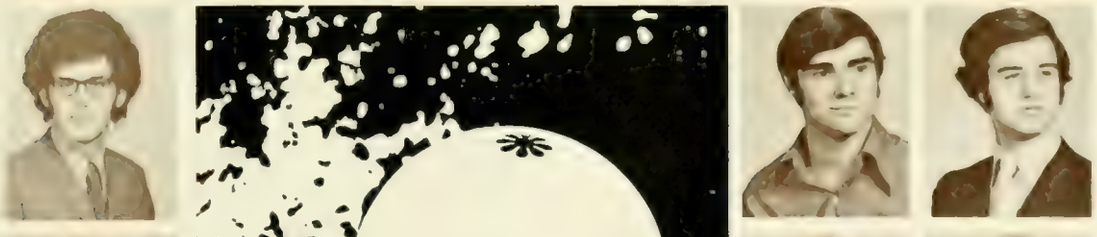
DIANE BALKIN
CHARLES W. BALL
MARGARET BALLENGER
MICHAEL E. BALLOTTI
SHELIA BALOT
DOUGLAS MICHEL BARBER



MARTIN BARIS
DALE BARKEN
BARBARA BARNARD
BARBARA BARNES
EMILY L. BARNES
KERRY ANN BARNETT



GAIL LYNNE BAROUDI
MINDY BARRAR
DAWN BARRIOS
WILLIAM T. BARRY
JOHN BARTHELL
K. B. BASTIAN



DAVID A. BATEMAN
DAVID BATT
DAVID C. BAUMAN



MERRILL BAUMAN
STEVE BAUMAN
CARLOS A. BAUMANN



KAREN BAUMGARTEN
RANDI BAUMSTEIN
JANE BEAZLEY



ISKA C. BECK
GERHARD BECKER
LISSA K. BEERS
THOMAS BEIGHLEY
KEVIN BELL
GEOFFREY P. BELLAH

DAVID P. BELLAMY
CHRIS BELLARD
BEV BENNETT
LISA BENNETT
KATIE BENTON
STEVE BENZULY

AL BERGER
BARBARA BERGIER
HOWARD C. BERMAN
GARY BERNARD
ROLAND LOUIS BERNELL
SUE BERNIE

MARILYN J. BERNSTEIN
RICHARD BERNSTEIN
ROBERT M. BERNSTEIN
MELISSA BERNSTROM
EARL BERTRAND
FRANCES BETHEA

JANE BETTS
ROBERT F. BIGHAM
MIKE BILLINGSLEY
DONNA BILTON
DOAK BISHOP
TED BISKEND

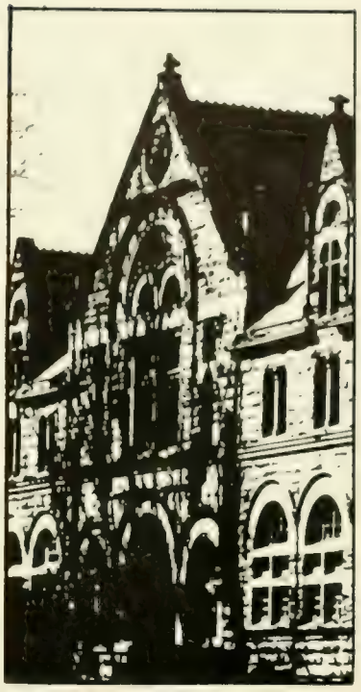
BRUCE J. BIVONA
ROBERT C. BLEDSOE
JIM BLENDER
CATHY BLEVINS
EVA BLICKMAN
SANDY BLUMENFIELD

ANNE BODENHEIMER
LUCILE BODENHEIMER
BRUCE BOLYARD

BETH BONART
ALBERT S. BOND, II
ROBERT M. BONO

TONY BONO
GLENN BOQUET
BARRY S. BORDENAVE
THOMAS BORNSTEIN
JOSEPH BOUCHE
ANN BOUDREAUX





ANNA MARIE BOURGEOIS
J. WILLIAM BOYER
ELIZABETH BOYER
PAT BOYLSTON

BARBARA BRADFORD
BRIDGET BRADLEY
MELISSA BRAMMER
WILLIAM F. BRANDES

NEAL BRANTLEY
ANNETTE BREAZEALE
WILLIAM J. BRECHTEL, JR.
PAUL BREGMAN

NANCY T. BRES
MARGARET BRETZ
BRUCE BRODNEY
STEVE BROOKSHER
RICHARD BROWDY
BEN BROWN

ELLEN BROWN
H. WILLIAM BROWN
MARTHA BROWN
PAUL BROWN
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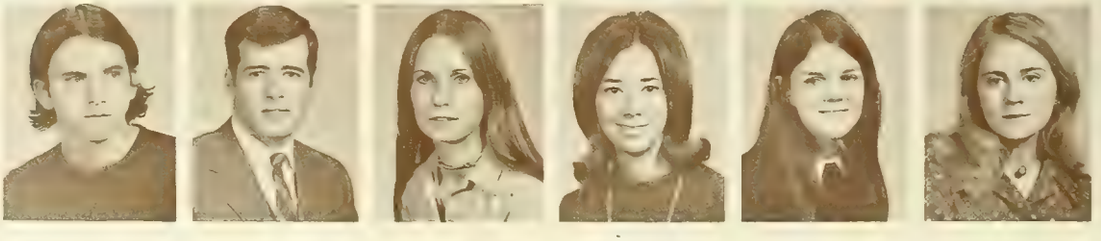


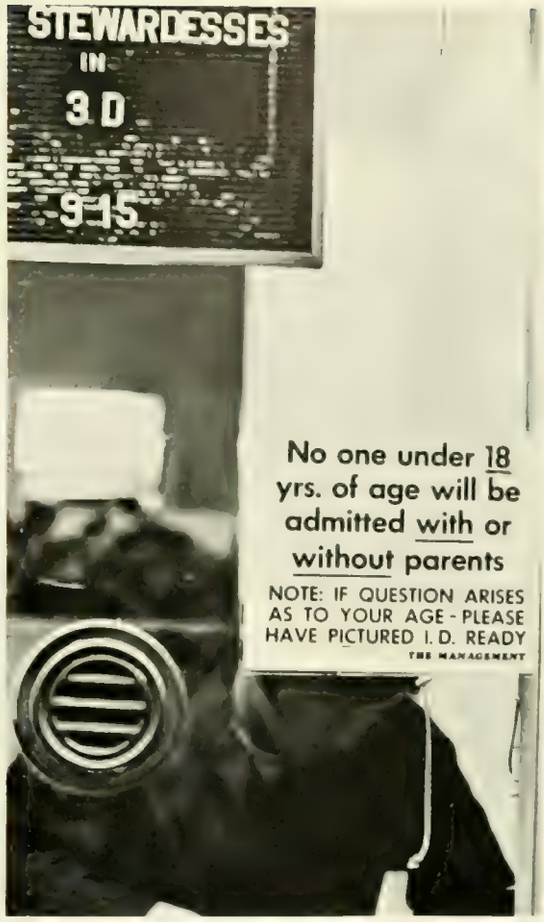
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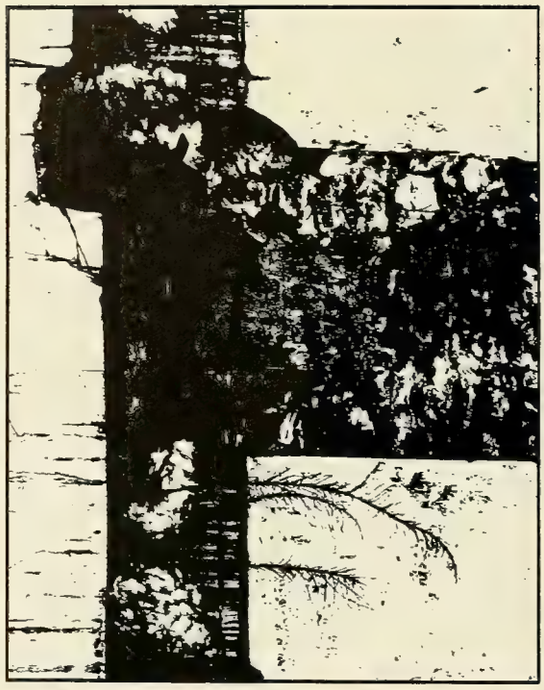
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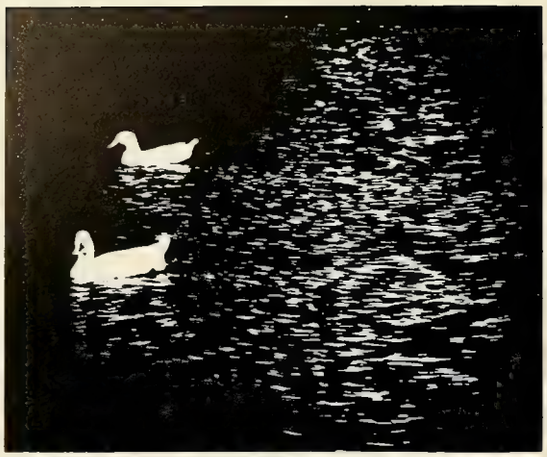
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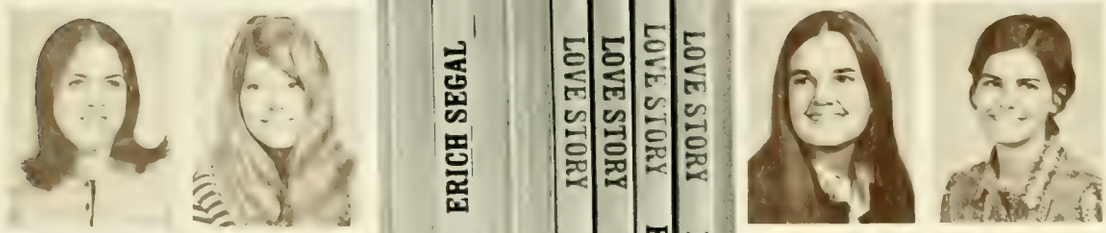
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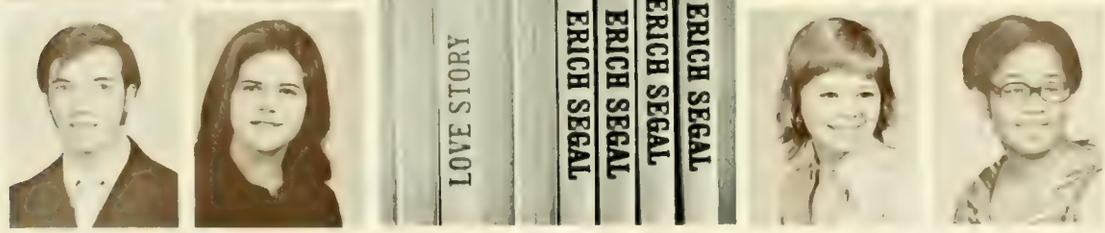
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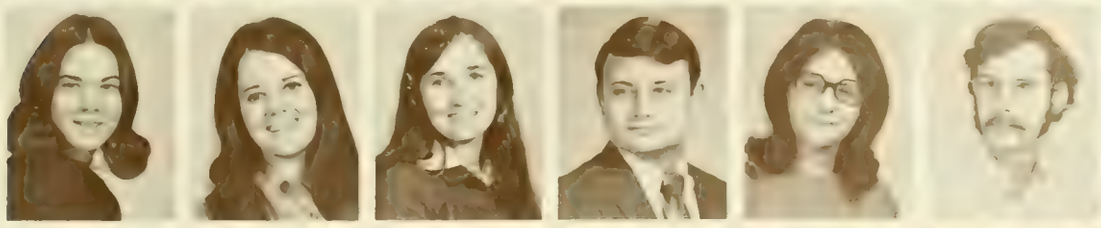
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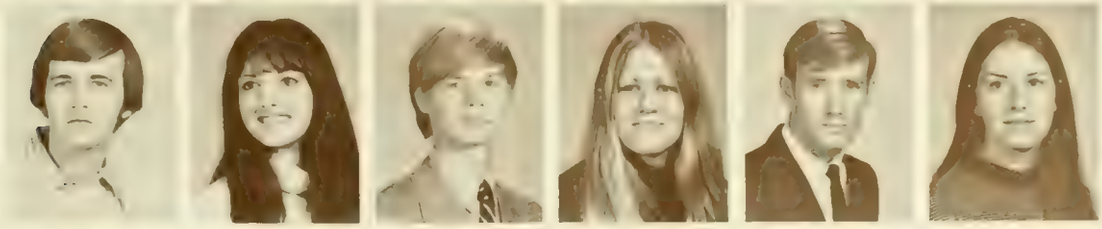
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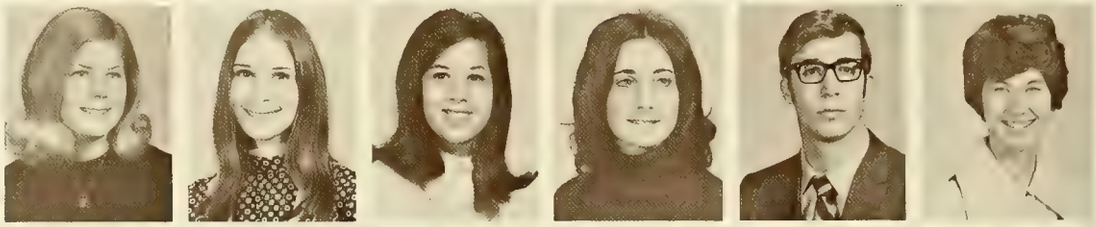


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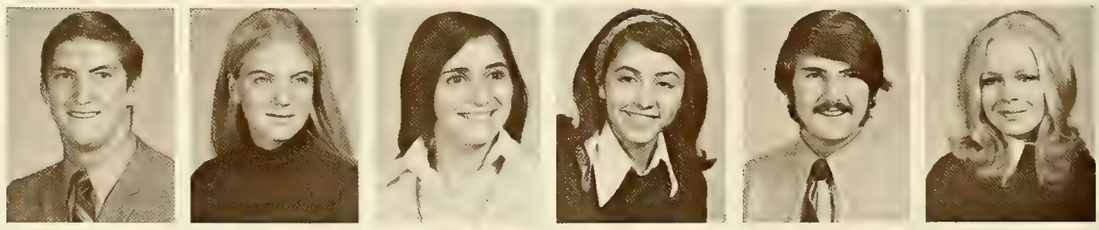
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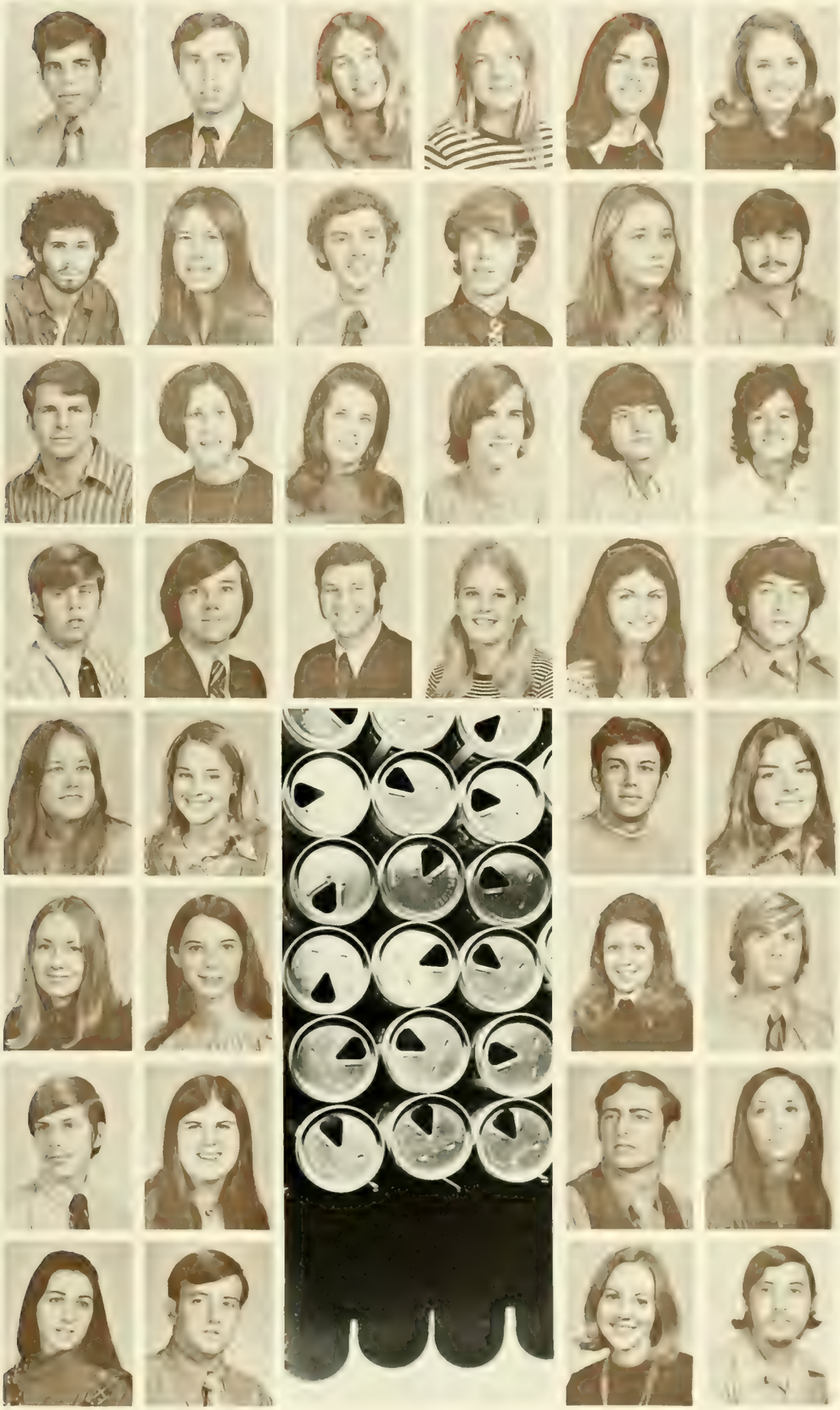


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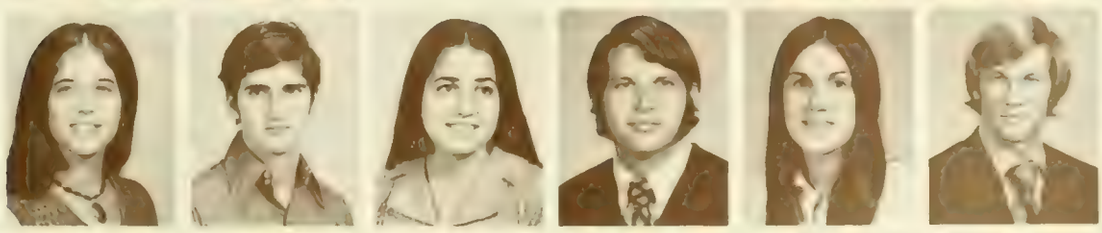


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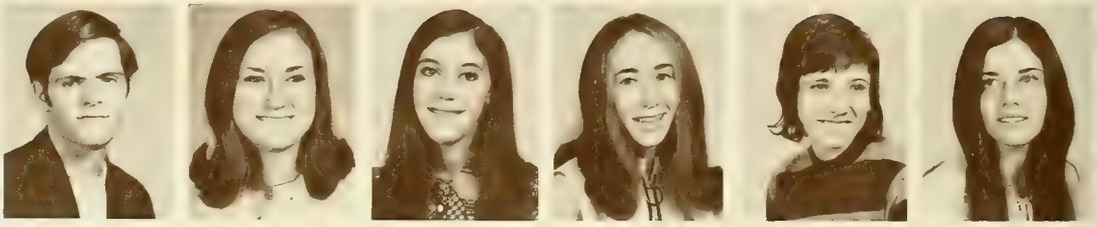
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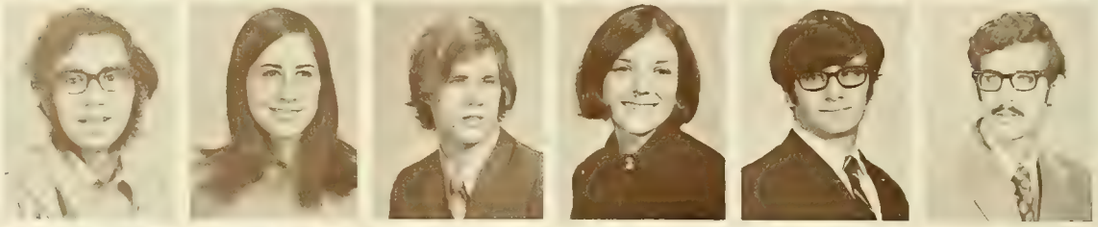


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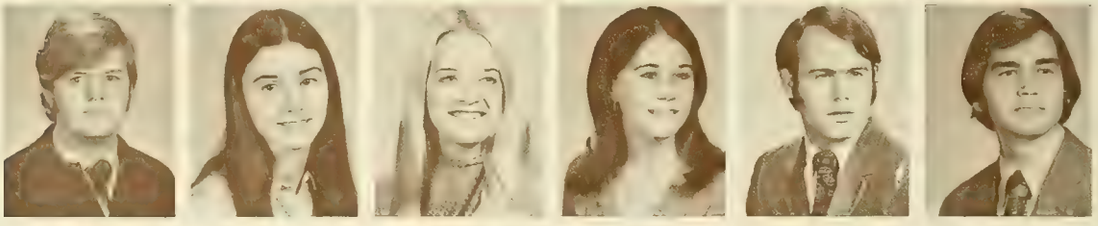
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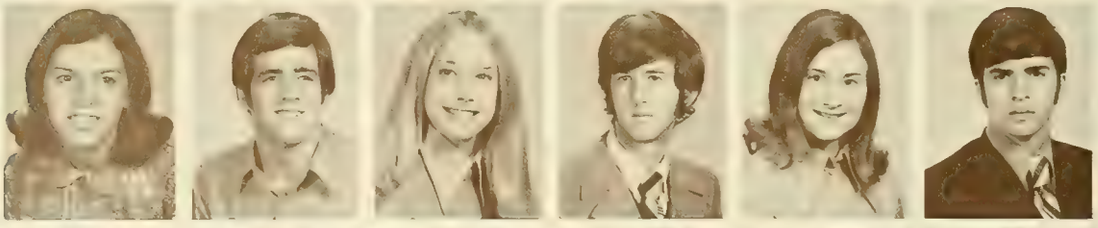
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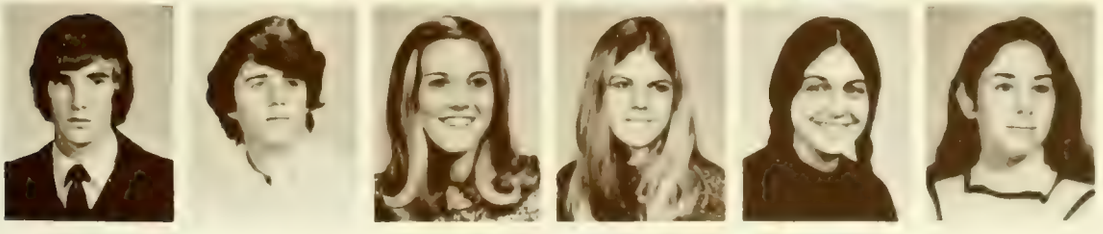


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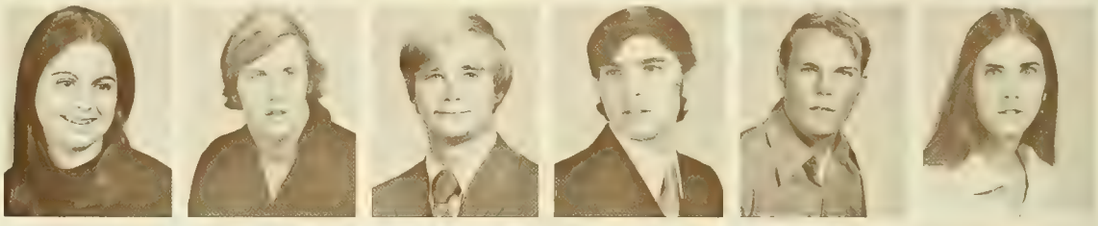
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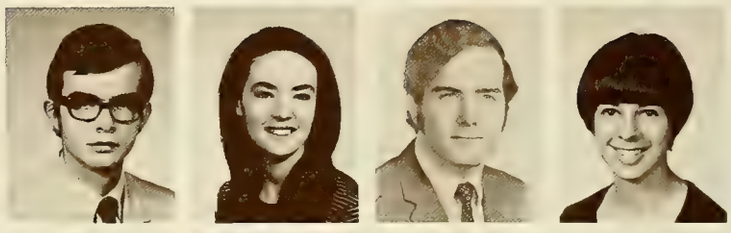
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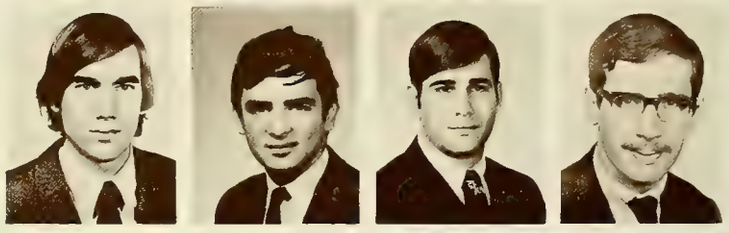
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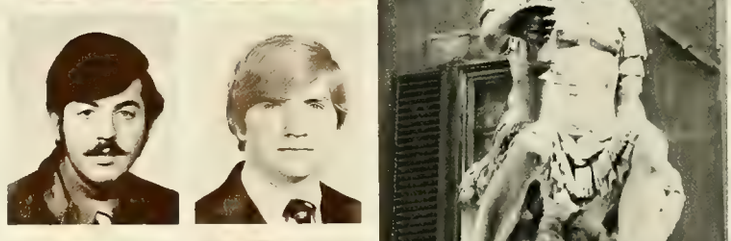
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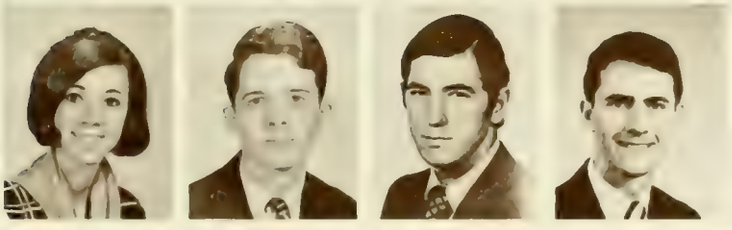


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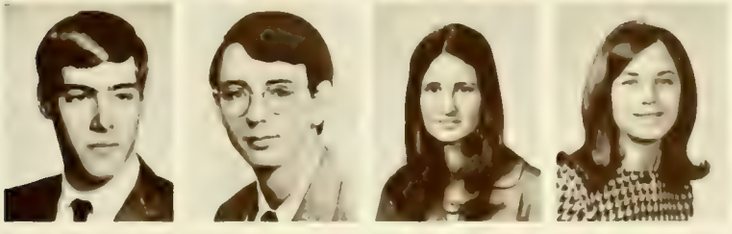


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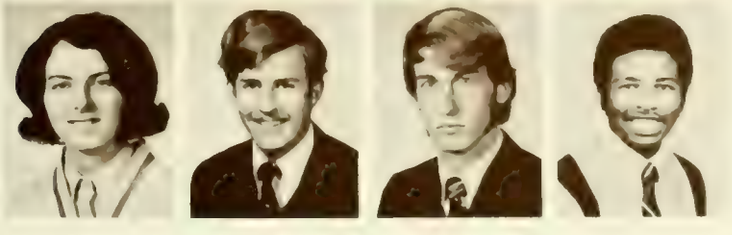




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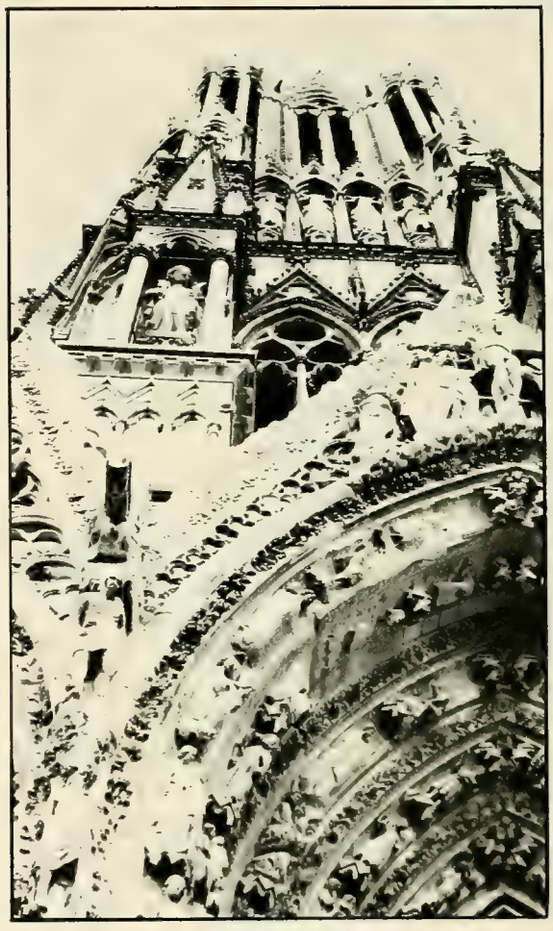


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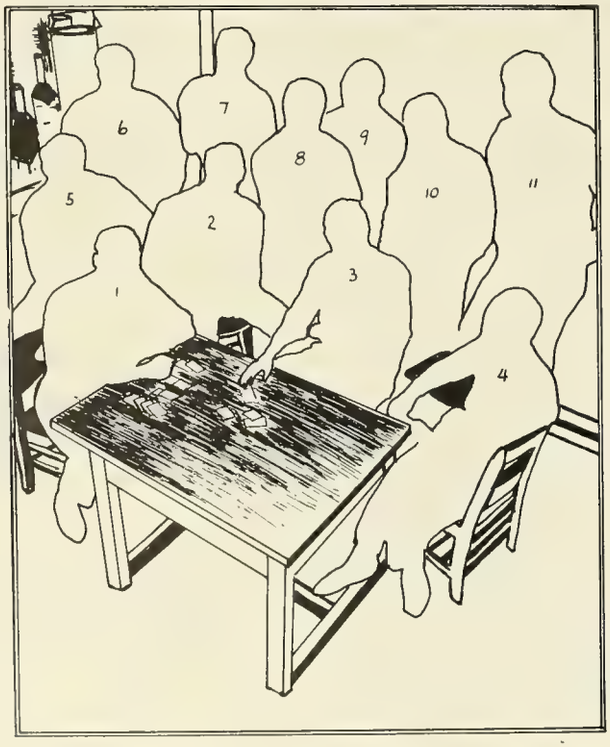
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DAVID FONTAINE, III / 3
HUGH MCCLAIN / 4
REINALDO CASTELLO-VARGAS / 5
MIKE FARNELL / 6
JOHN MORRIS / 7
SAMUEL TILDEN / 8
CARLOS SAUREZ / 9
PAUL MALLON / 10
MARK EVERS / 11

FINESSED:
VINCENT PROVENZA





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3 / BIFF BURK
4 / MIKE ENGLER
5 / WARD PURDUM
6 / MATT ANDERSON
7 / JACK LABORDE
8 / HUGH BLAIN
9 / DUDLEY RICHTER
10 / DOUG WILLIAMS
11 / JOE GENDRON
12 / TONY FRIGULS
13 / DR. JOHN NIKLAUS
14 / "THE CHIEF," WALTER BLESSEY
15 / GERRY HANAFY
16 / WILL CHARBONNET
17 / STEVE WALTON
18 / JOE CALI
19 / RICH DUSANG
20 / MIKE HEIN
21 / STEVE LEBLANC

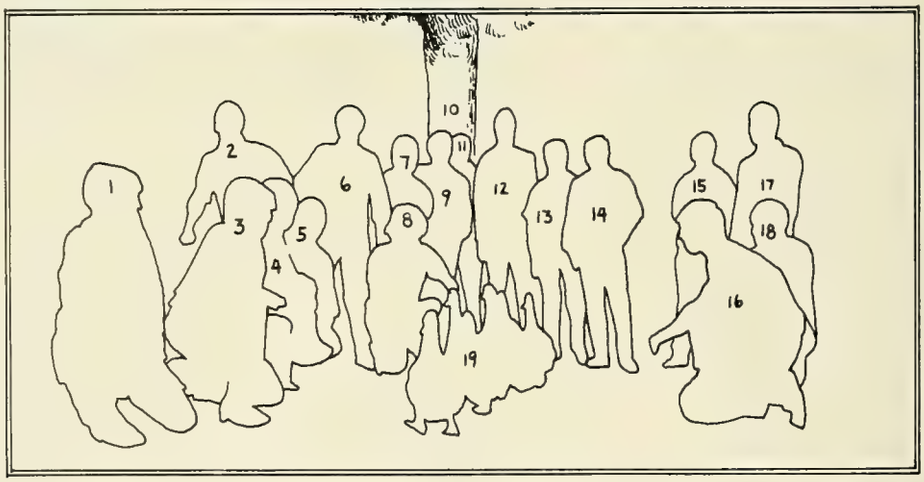
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TILDEN CHILDS / 9
T.H.E. DOUBLE 'E' SHAFT / 10
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JULIAN KOCH / 14
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JOHN KRUPSKY / 18
I.E.E.E. OFFICERS / 19

IN THE LAGOON:
GEORGE PLAKOTOS
VICTOR WALZ

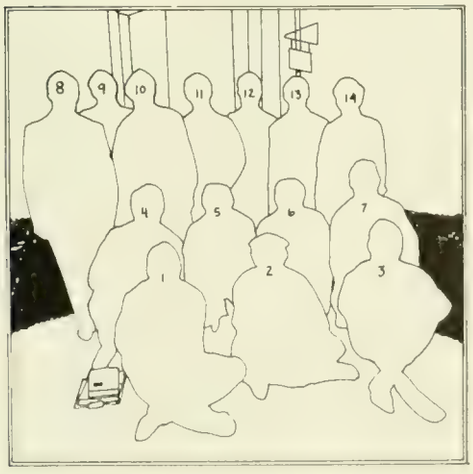
ROGER SCHRAMM / 1
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CHRIS CHURCH / 6
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WALTER LAMIA / 8
DOUGLAS ROBINSON / 9
MORGAN JONES / 10
RICHARD WAVELL / 11

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ROBERT HYMAN
STEVE KIMBLE
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RICHARD STRAIN





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HUGH MANSON / 2
TOM TWIFORD, JR. / 3
CARY COMARDA / 4
CARR LEE FLETCHER / 5
LUIS MALDONADO / 6
JIMMY YARTER / 7
GERALD CHAMPAGNE / 8
DUDLEY SMITH / 9
HUGH FULLER / 10
MAURY PICHELOUPE / 11
PHILLIP SUTHERLAND / 12
TED LONG / 13
RANDY CASSERLEIGH / 14

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TIM HUMMEL
ROBERT KURLANDER
LESTER PALLISER, JR.
DENNIS RIDDLE
STEVE SZYMURSKI
JOHN WUST, JR.

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JERRY F. ADAMS
ROBBIE J. ADAMS
CHRIS ALBRECHT
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CHARLES AMANN

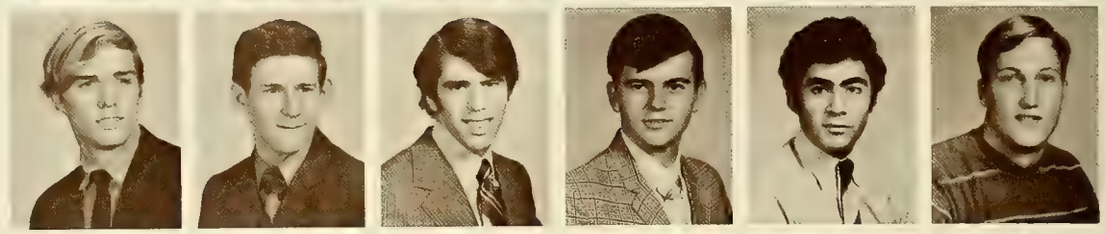


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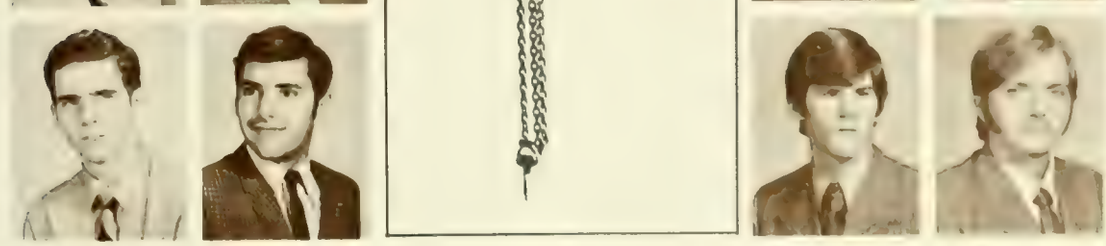
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GEORGE INDEST
JOHN JAMES
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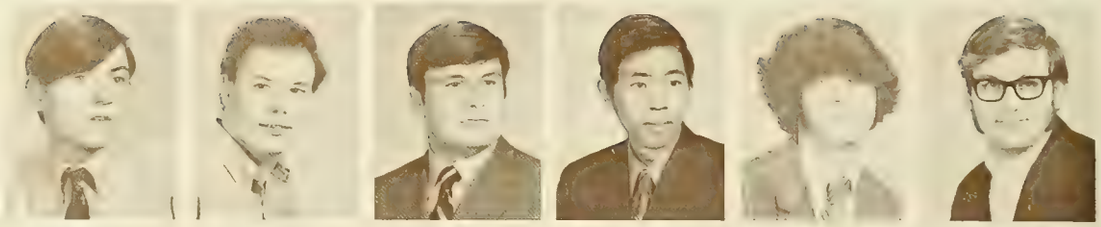


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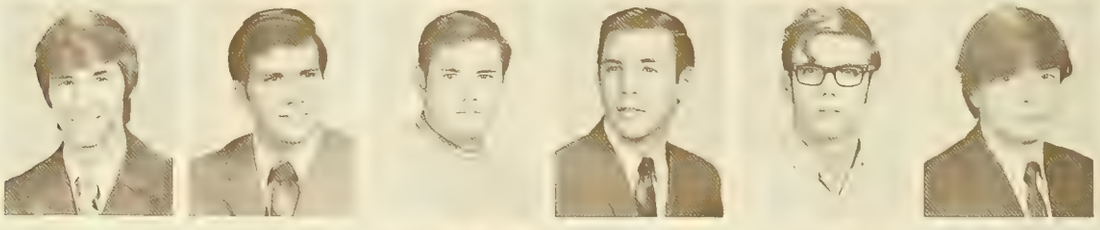
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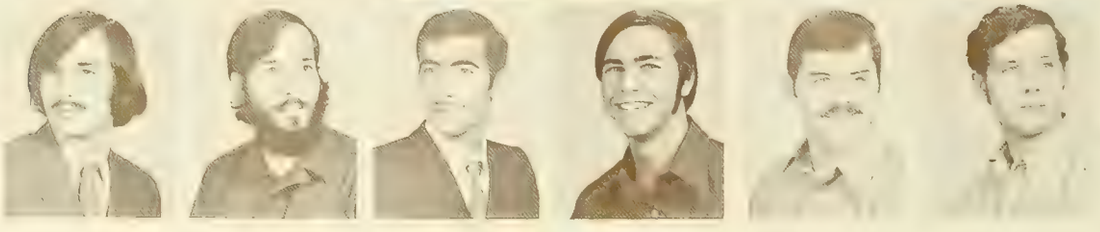
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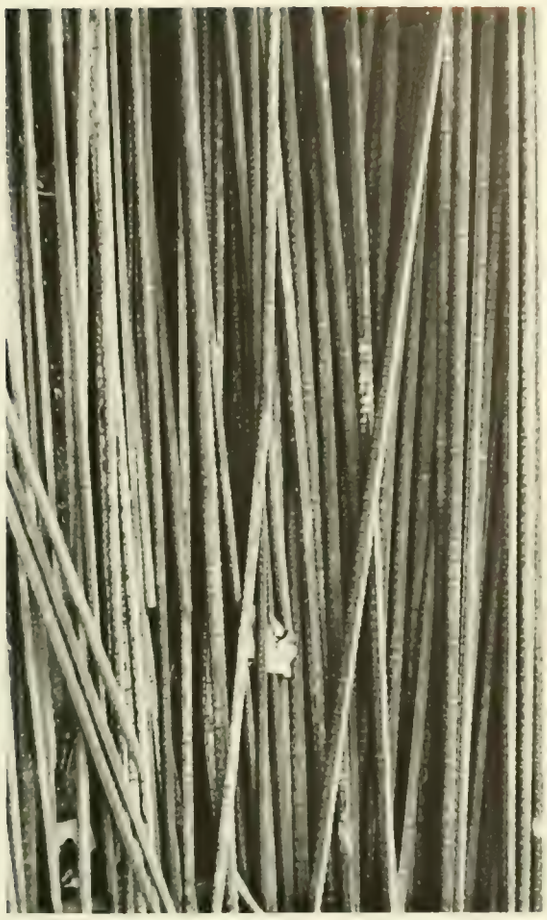


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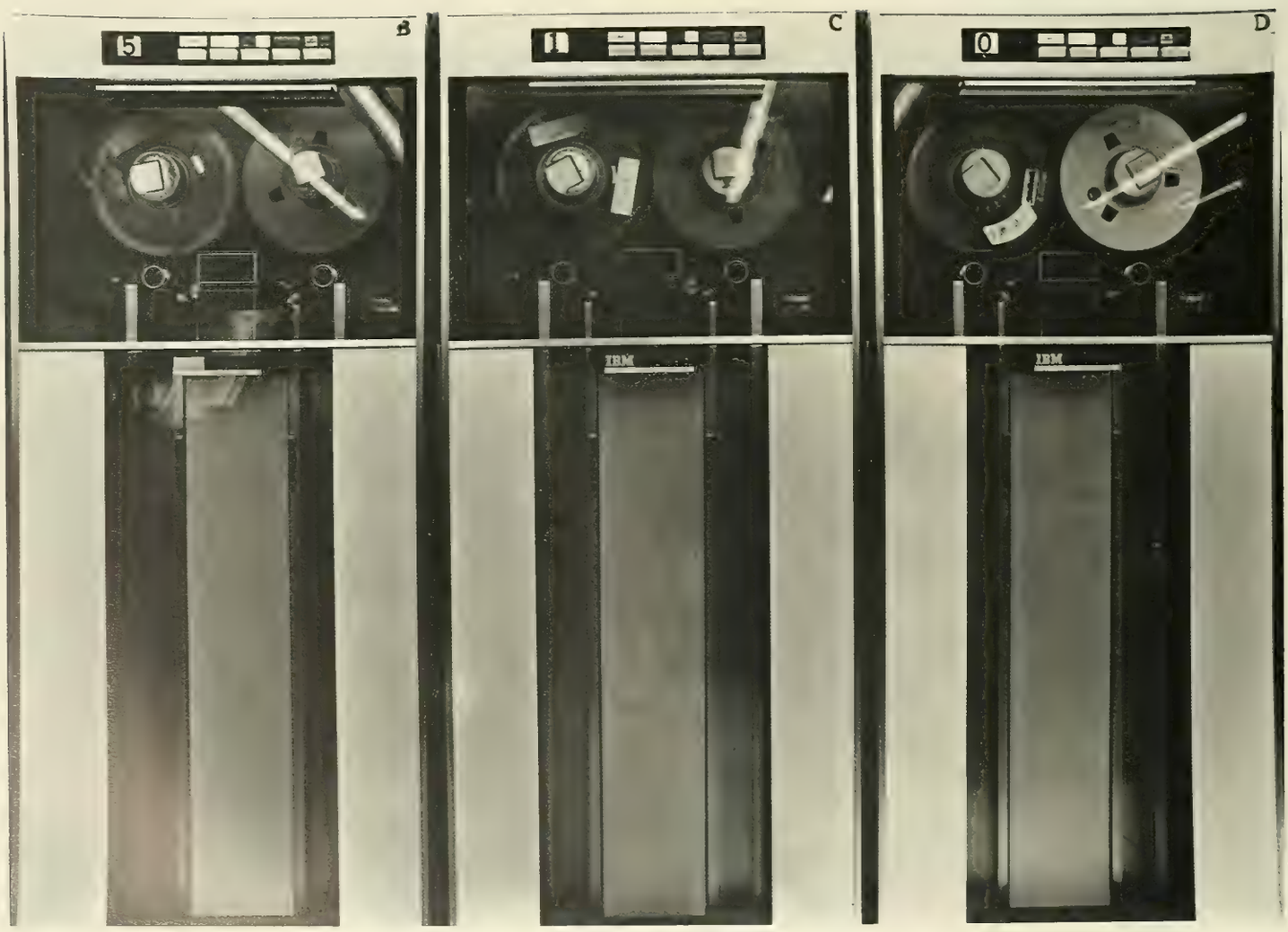
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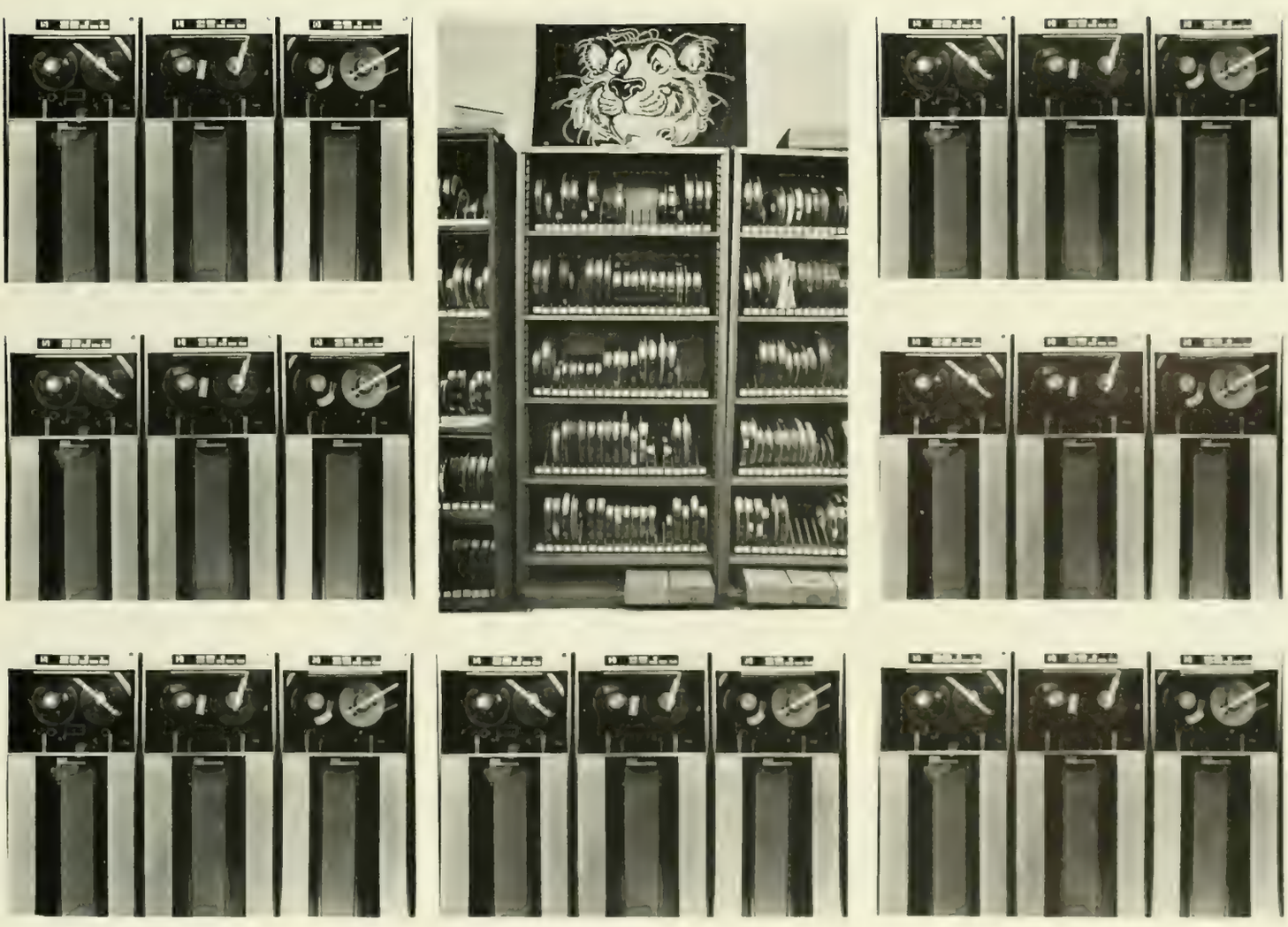


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THIRD ROW:
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VERNON COTTLES
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Spanish and Portuguese

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JORGE REYES
MIRIAM PERRICONE
RON MULLER
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THIRD ROW:
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MERCEDES TIBBITS
CARLOS ROMO
MARY STRETCH
NORKA DIAZ

NO ESTAN PRESENTE:
MAS DE LA MITAD DEL DEPARTMENTO



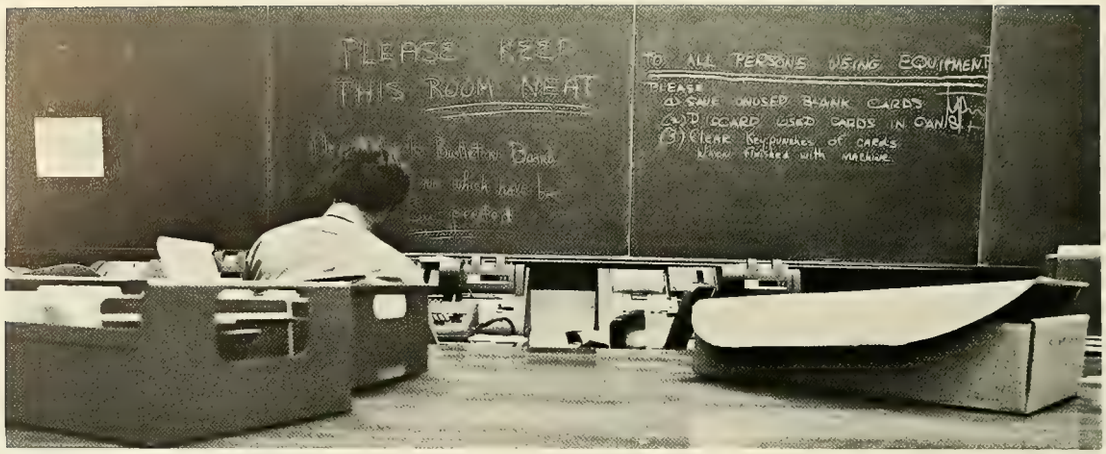
Theatre

CENTER STAGE:

PATRICIA LAZARO
L. J. DECUIR
MARI WEBER
MICHAEL WRIGHT
MAKIKO TAKAGI

IN THE WINGS:

CLINTON CLEAVER
JOHN GALBREATH
MAY WELLS JONES
QUEALY KEYES
CORA LEE PHILLIPS
ROBERT MOYER





A. W. ALLEN
JAMES WILLIAM ARMBRUSTER
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GREGORY JAMES COTTER
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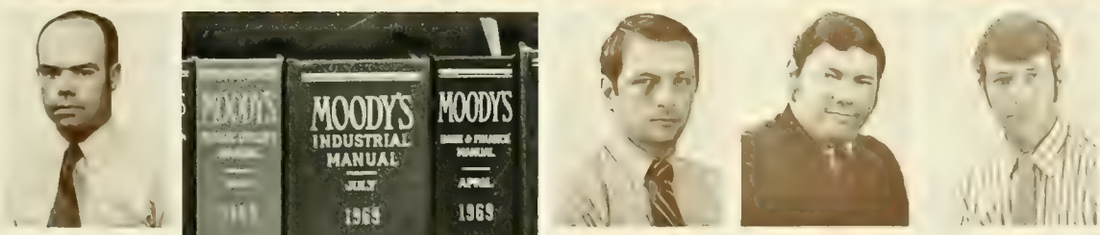
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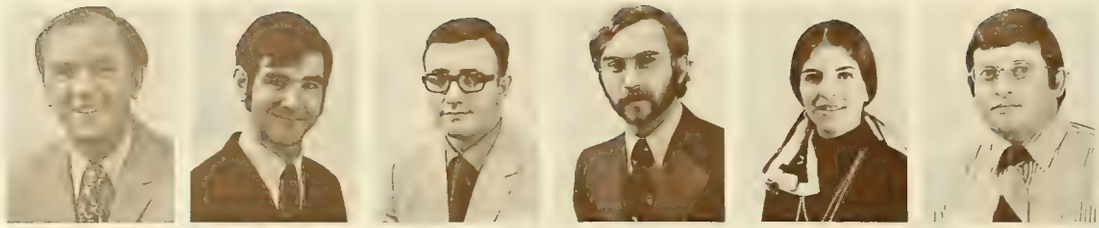


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OWEN L. JONES, JR.
WILLIAM A. JONES
PETER DE KANWIT
CHESTER E. KEITH, JR.
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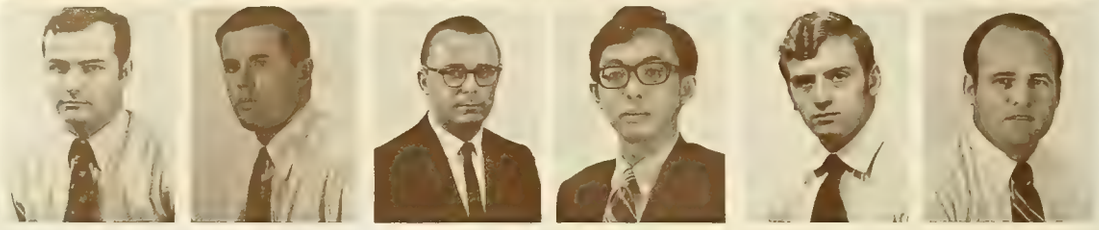


AUGUST L. KEYES
NELSON J. KIESWETTER
DAVID B. KLINGENSMITH
WILLIAM KLINKENSTEIN
EDWARD M. KNOFF, JR.
RICHARD A. LACQUEMENT

BRUCE THOMAS LAMMERS
KEITH D. LAROSE
DICK TURNER LECLERE
ALBERT R. LEPAGE
SUSAN P. LEVIN
MIKE LEVY



JOHN L. LINDARS
JOHN A. LOSSE, III
THOMAS W. LOTT
KAM HOONG LYE
EMANUEL P. MAIMONE
JERRY W. MANGRUM



DAVID J. MANIFOLD
MARCUR F. MARKS
JAMES P. MARTINEK



MICHAEL J. MATT
JAMES L. MATTHEWS
GEORGE A. MCCAMMON



DAVID K. MCDUFFIE
JOHN L. MCHALE, III
BRIAN M. MENZEL



RUSSELL A. MERICLE, JR.
EDWARD H. MILER
ALBERT J. MILLER, JR.



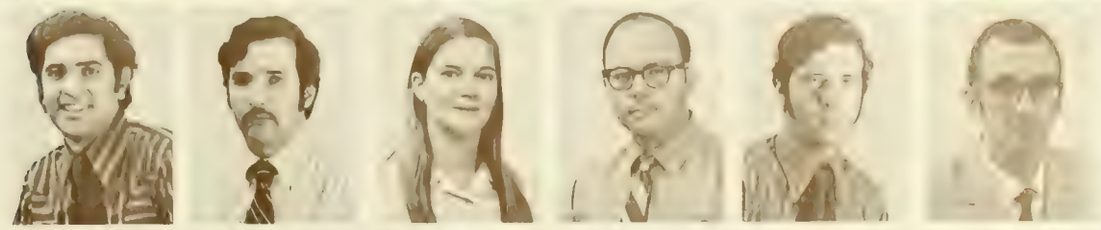
WILLIAM E. MILLER
GEOFFREY S. MOAKLEY
CHARLES L. MONNOT, III
RUSSELL F. MOON
JAMES F. MULLEN
DON H. MURDOCK



WALTER L. MURFEE
HUDSON R. NICHOLS
WILLIAM G. O'CONNOR
TAYLOR A. ONCALE
NIHAT A. OZAN
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RICHARD R. PAGE
NICHOLAS H. PARKER
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ROBERT H. PEERY



LUIS A. PELLICER
JOSE M. DE OLIM PERESTRELO
NANCY B. PINSON
JAMO CASH POWELL
ROBERT M. POWERS
JOHN L. RAFFERTY



JOSEPH RAFFIANI, JR.
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JACKSON S. ROBBINS
CHARLES H. ROEDER
JOHN C. ROTH
LOUIS K. ROTHBARD



ASHTON J. RYAN, JR.
JORGE A. SARRIA
CHARLES H. SEAL
CATHERINE E. SEARCY
JOHN R. SHERBURNE
RICHARD L. SIMMONS



EDWARD W. SKINNER
VINCENT L. SLAGEL
WILLIAM E. SNEEL
ALVARO G. SOLERA
JOANNE R. STERBENZ
DEXTER STEVENS



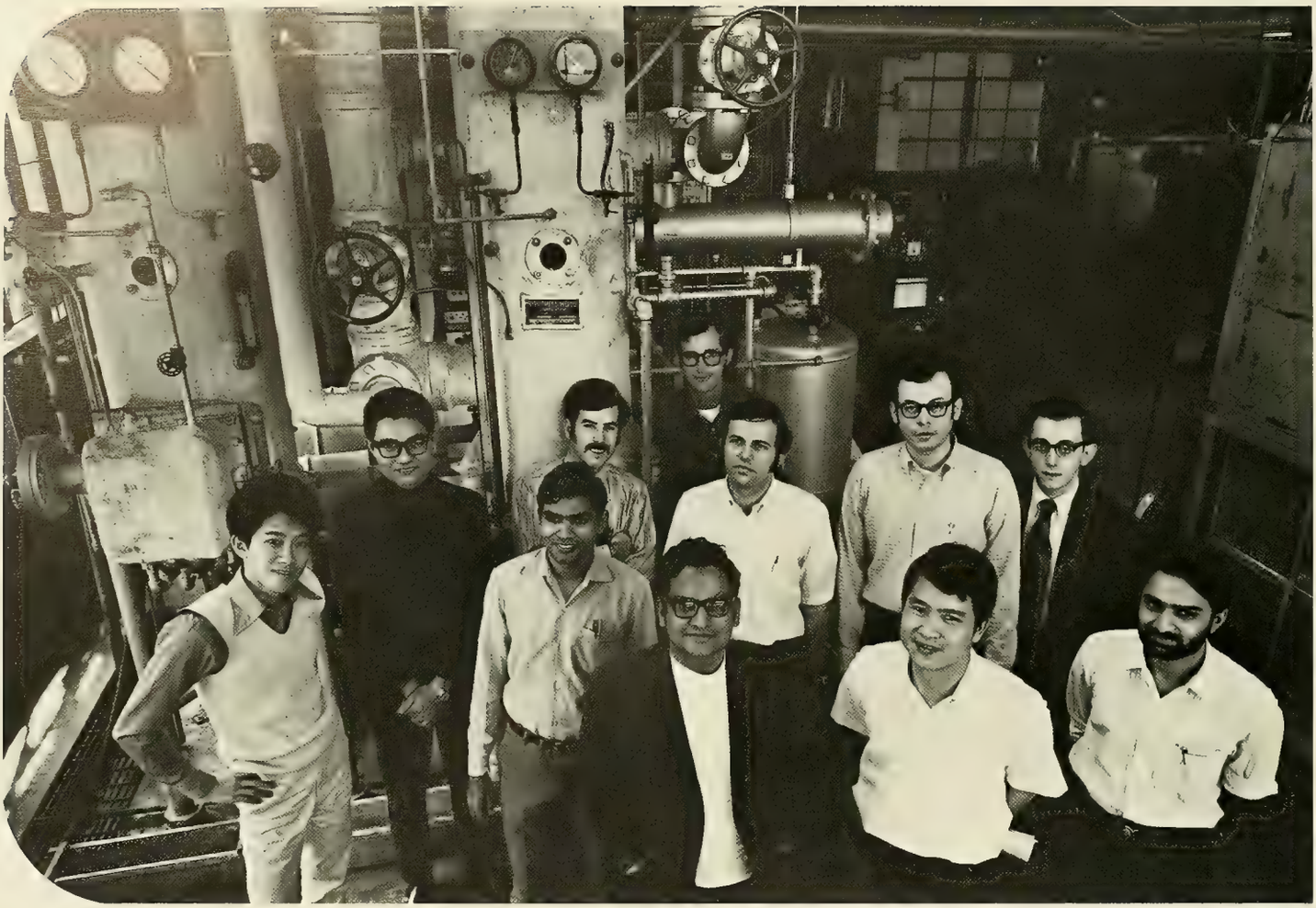
DONALD G. SYLVESTER
RALPH S. TAGGART
WILLIAM L. TARNEY
DAVID C. TATOM
JERRY TENBRINK
PETER D. THACHER



BRUCE A. THOMAS
KENARD N. TURPIN, III
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REBECCA V. WARD
DWIGHT C. WEST
ANDREW T. WHITLEY



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HENRY G. WILLIAMS
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WAYNE J. WILSON
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ROBERT W. ZIIFLE



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CHING-YUAN HSIEH
C. U. PATEL
JIM FORD
V. D. PRABHU
PAUL WILLIAMS
ROBERT GIARDINA
TSIN-CHAN LI
GEORGE SWAN
D. D. DOSHI

ON THE RIG:
JAMES BISHARA
MIRIAM E. JOHN
MARVIN K. JONES
ALLEN LAMBERT
LEWIS MAYARD
JULIUS NEUMEYER
MILES C. SEIFERT
MICHAEL TROSCLAIR
G. VILLAFANE
FRANZ VOGT

Civil Engineering



CLOCKWISE:
NAVICHANDRA PATEL
RAJMIKANT AMIN
JERRY SCHROEDER
DAVE STEVENS
BILL POWELL
PERCY FREEMAN
LARRY MICKAL
SUDHIR MEHTA

UP A CREEK:
SAHABETTIN ALGANATAY
ALBERT GOOCH
BEN HANEY
ROLLAND MURA
HERBERT ROUSSEL
CLIFFORD STREET

WILLIAM E. BARKMAN
POPAT D. MAKADIA
R. P. KUMAR
SOHRAB D. CHOKSEY
GOKALDAS GAJARIA
SYED MOINUDDIN
YIH-YOUNG CHEN
DU-TON DOUNG
SHEIH HSEIH
GREGORY MCGAR
VIKRAM SESAI
M. P. JANI

Electrical Engineering



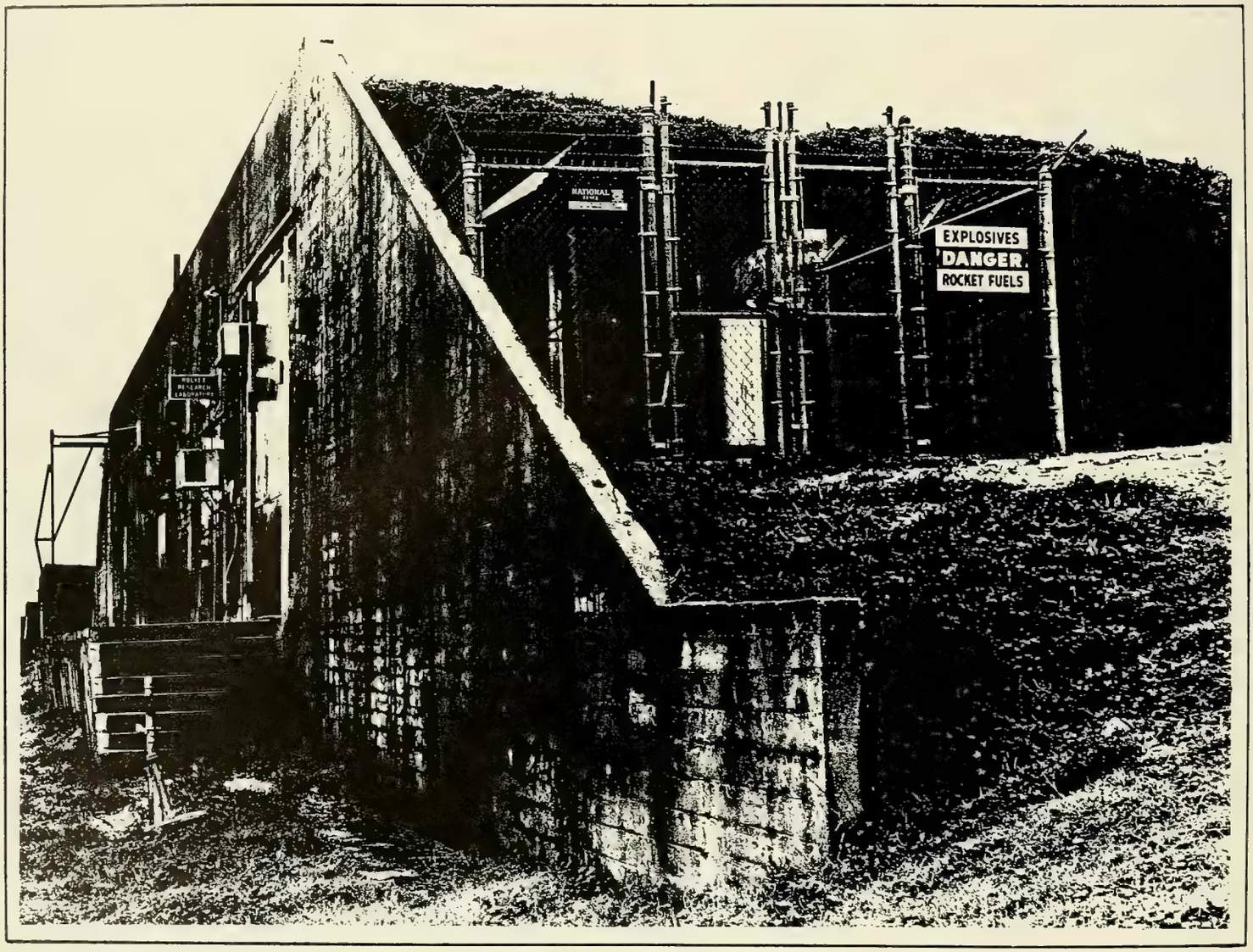
KANA PAREKH
DHIRAJ KOTHARI
MAGAN KANSAGRA
WAYNE MORSE
CHUCK WAUGAMAN
FREDERICK J. BROWN
ED MOFFATT
DAVID J. GARLAND
HANK GLINDMEYER
LOUIS O. SMITH, JR.
WARREN WHITE
FRED PARTUS
DOUGLAS BOYLAN
WALLY GRANT
JOHN HUERKAMP
GOPAL SUTHAR
JAGDISH PATIDAR

UNDER THE TABLE:
BOB CHAN
JWO-MIN CHEN
CHARLES H. GOODMAN
DAVID HALL
ADAM HARRIS-HARSANYI
DAVID HEGEDUS
PRAKASH KARKAL
RAHMAN KHAN
SAM LIN
PAUL MUNAFO
HEMAN PATTANI
UWE PONTIUS
PANKAJ SHAH
SKIP SMITH
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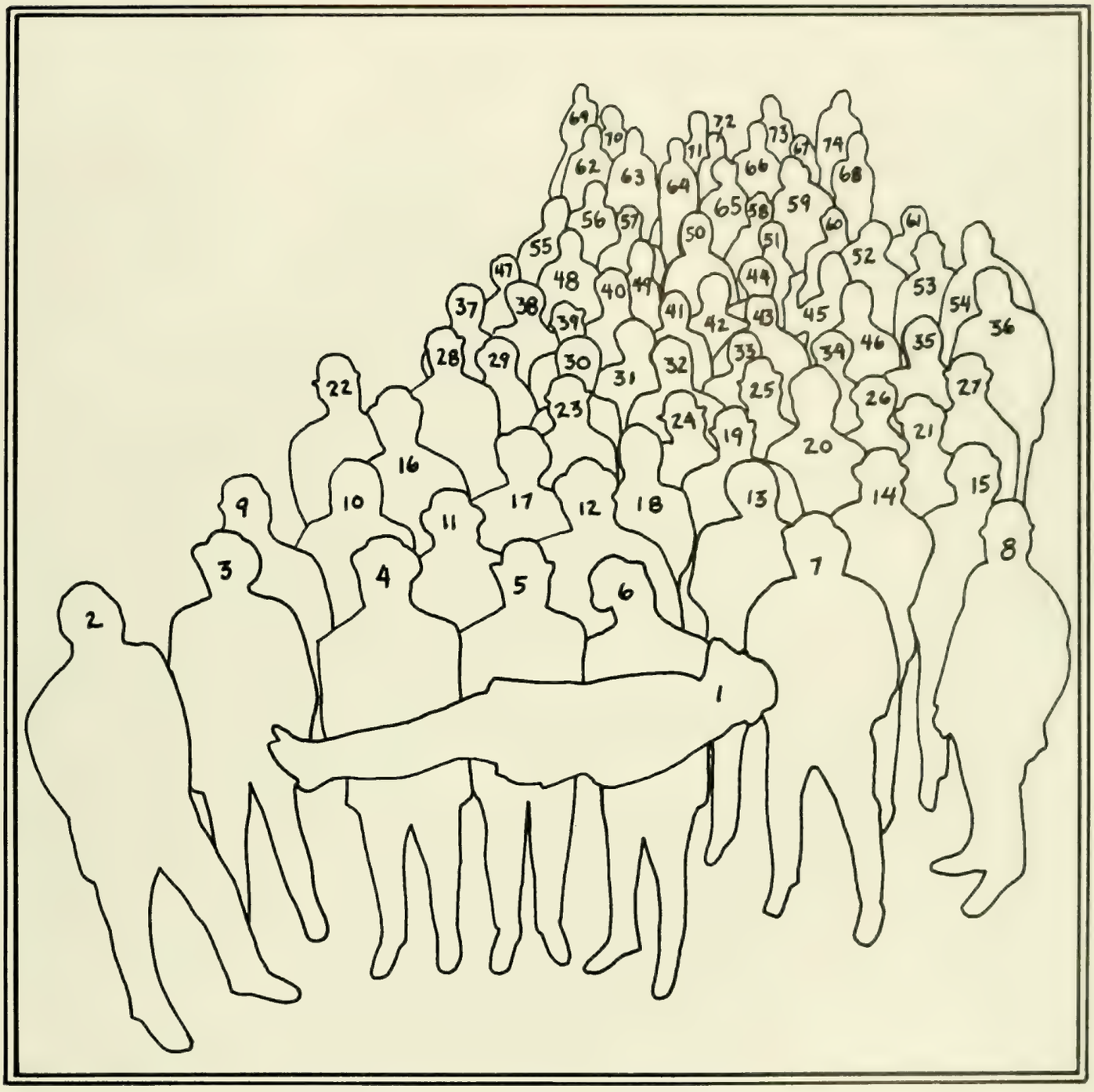


NOT PICTURED:

CALI, COLUMBIA



1 / MEG RITCHEY
2 / MAX TOBIAS
3 / ED SCHLESINGER
4 / JOHN LANDREM
5 / JOHN STEINER
6 / PAT SHELDON
7 / HARRY HENDERSON
8 / CLAYTON RAMSEY
9 / ED CASTAING
10 / TOM BARR
11 / STEVE SHARBER
12 / MIKE COSSEY
13 / PHIL MONTELEPRE
14 / BEN HATFIELD
15 / JOHN DEVLIN
16 / WALLY QUINN
17 / ERNIE CARRERE
18 / BOB GREEN
19 / FRANK PARRATT
20 / JOHN POINDEXTER
21 / BOB CASEY
22 / BUD NOEL
23 / BILL DEMARS
24 / DAVID KERSTEIN
25 / EARL MCCOLLAM
26 / ALEX ASHY
27 / JON MASSEY
28 / CHARLIE LECHE
29 / LENNY BOUZON
30 / RICARDO BILONICK
31 / GEORGE CROUSE
32 / RONNIE COX
33 / HARRY ANDERSON
34 / ED MCCLOSKEY
35 / RICHARD CHRISTOVICH
36 / PETER KEENAN
37 / MIKE O'KEEFE
38 / WAYNE ANDERSON
39 / DAN DELPRIORE
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45 / COLLINS VALLEE
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48 / DENIS BANDERA
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50 / FRED BLANCHE
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52 / IRVING SHNAIDER
53 / BILL WHITE
54 / DON PICKNEY
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56 / JOEL LOEFFELHOLZ
57 / GERALD BOSWORTH
58 / DAVID CRAIG
59 / KENNY MEYER
60 / ALAN BOOKMAN
61 / BRAINERD MONTGOMERY
62 / ROBERT MAHONY
63 / JERALD BLOCK
64 / DAVID MARCELLO
65 / HENRY BERNSTEIN
66 / LYLE PHILIPSON
67 / JUDY TABB
68 / ANITA GANUCHEAU
69 / CHARLES HAHN
70 / DEE DRELL
71 / SERGIO LEISECA
72 / HARLEY CLUXTON
73 / JOHN HOLMES
74 / PETER EVERETT



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RON BERTRAND
JACQUES BEZOU
HAROLD BLOCK
RICHARD BOUTALL
JOHN BRODERS
BILL BROWN
HUGH CHERRY
RUTLEDGE CLEMENT
TIM CLOUDMAN
DAVID COMBE
MICHAEL ELIAS
JIMMY FARWELL
GREY FERRIS
DAVID GILLIS
EDITH GOMES
JOE GRANT
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HARRY HARDIN
JAMES HAYES
ROBERT HEARIN
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GEOFFREY LONGENECKER
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LOUIS MARRERO
ELBERT MARTIN
MALCOLM MEYER
CHESTER PARKER
JOSEPH PARKINSON
RONALD POQUETTE
LIONEL PRICE
DONALD RICHARD
JAMES ROSS
JOHN SCHOEN
PHILIPP SEELIG
STEPHEN SKLAMBA
DIANE SPIES
HELEN SULLIVAN
WALTER THOMPSON
LOUIS TRENCHARD
JEFFREY VICTORY
RALPH WHALEN
JAMES WHEELER
MICHAEL WOLFSON



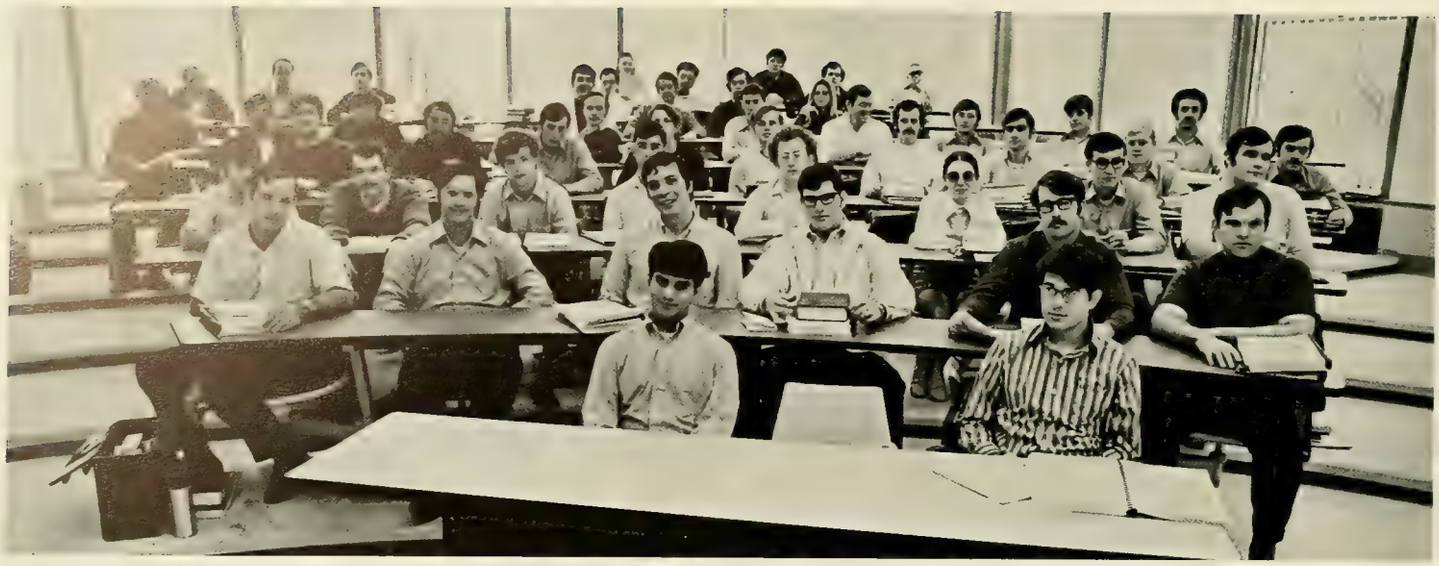
1 / MO LEGARDEUR
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3 / BRUCE HORACK
4 / JOHN BEATON
5 / JIM BURTON
6 / HAL SCOTT
7 / MIKE KATZ
8 / ANDY PLAUCHE
9 / JERRY SAPORITO
10 / ST. PAUL BOURGEOIS
11 / GIL STAMPLEY
12 / WES SHINN
13 / JOHNNIE CLAYTON
14 / GAYLE MARSHALL
15 / SIMON ODERBERG
16 / HARRY ROSENBERG
17 / DAVID EDWARDS
18 / DOUG WALKER
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22 / DAW DELPRIORE
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26 / RAINER LORENZ
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28 / BOB CAUDLE
29 / DON BERNARD
30 / DONNA GUSTAFSON
31 / BOB TRACHMAN
32 / TOM SLINGLUFF
33 / RICK VERLANDER
34 / GUS MANTHEY
35 / GERALD HADDICAN
36 / MARCELLA ZIIFLE
37 / DAN SCHEUERMANN
38 / BILL KAMMER
39 / TOM MAHFOUZ
40 / ROGER ODGEN
41 / PAUL GAROFALO
42 / SKIP ORDEMANN
43 / BILL BRUMFIELD
44 / GAYLE LETULLE
45 / BILL GUISE
46 / BILL AXSON
47 / GLENN BRADFORD
48 / TOM STEELE
49 / BRAINERD MONTGOMERY
50 / JAMES WALLEY
51 / DAN RESTER
52 / JIM POPHAM
53 / BOB HACKETT
54 / THE "OP"
55 / CYNDY SAMUEL
56 / NICK PIZZOLATTO
57 / PARKER DINKINS
58 / GREG GRADY
59 / DAVE HERMANN
60 / ALAN PARR
61 / ANDY DORA
62 / CHARLES NESTOR
63 / ERNIE BARROW
64 / FLIP WILSON
65 / ERNIE SMALLMAN
66 / ROGER ROMBRO
67 / GENE KATZ
68 / MAC HANCOCK

Second Year



AT COFFEE:

LARRY ABBOTT
J. D. ALVERSON
DARRYL D. BERGER
ANDRIS BLOMKALNS
FREDRICK BOESE
CHARLES BOURG
ERNEST CARRERE
RON CARROLL
DAN CARUSO
HARLEY CLUXTON
KATHRYN COLBERN
CLARENCE DOYLE
DIEGO GIORDANO-ECHEGOYEN
JEFFREY HACKER
BARBARA HIRSCH
LUCIUS HORNSBY
ROBERT HUGHES
GARY JOHNSON
LAWRENCE JONES
CHRISTIAN KEEDY
JEANNE KRUEGER
JOHN LIPANI
CHARLES LOZES
ROBERT MANARD
PATRICIA MATHES
DAVID MCGOWAN
ED MCLLHENNY
LEE MCMILLAN
ERIC MEIERHOEFER
MACHALE MILLER
RONALD NABONNE
JOHN NICHOLSON
COLVIN NORWOOD
JOHN ROBBERT
JOSEPH ROUSE
LEON RUDLOFF
RICHARD SALLOUM
JOHN SAUNDERS
JAMES SCARLATA
DAN SCHEUERMANN
KEVIN SCHOENBERGER
LARRY SIMON
JOHN SNELL
ELLIOT SNELLINGS
WILLIAM STAHL
ROBERT SUTHERLIN
ROYAL THURSTON
GEORGE TROXELL
ROBERT WASHBURN
ALBERT WATSON
LEROY WATSON
ADRIENNE WESSLER



FRONT ROW:

BOB MORGAN
WALDEN HINGEL
CARL TRIESHMANN
BOB HOFFMAN
KERRY MASSARI
CHARLIE DUFFY

SECOND ROW:

HERNAN FRANCO
RICK EPSTEIN
GAIL HAFNER
GERRY WASSERMAN
DON SHLIMBAUM
CHARLES BRENDT
AMY KENNON
SANDRA GOLDSMITH

THIRD ROW:

EARLE BLIZZARD
HENRY DEVENS
BILL POUDRIER
LARRY LOMBARDO
NED KOHNKE
DAVID WEIGEL
BRIAN SONDES
JERRY ALBUM
JIM STOVALL

FOURTH ROW:

BORRIS UDDO
MIKE PAWLUS
IAN HIPWELL
ROUMI GONZALEZ
ROGER LANDHOLM
JIM KNUDSON
DON TAMBURO
ROBERT LAKEY
BILL WARD

FIFTH ROW:

TOM NOSEWILZ
ALFONSO ARIAS
ROGER SIMS
MARSHA FEINBERG
JIM RYAN
MILTON LORENZ
RON FAHRENBACHER
PETER PICCIONE
RON HARRIS
BRIAN BEGUE
DICK NORWOOD
LENNIE GEYER
SUSAN KORNS
CRAIG KELLERMANN



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RALPH ALEXIS
WALTER STUART

SECOND ROW:
STAN IRVIN
WARREN MIGUEZ
JOE NOLLY
JIM CUNNINGHAM
JEFF SAKAS
HENRY BERTHELOT

THIRD ROW:
RONNIE HARRIS
DAVID GOLIA
DAN ELROD
WAYNE CRESAP
JOHN PICKRON
JANICE GONZALES
FRANK BARRY
CALVIN FOX

FOURTH ROW:
DAVID SPENCER
GEORGE GRAVES
HARRY MORGAN
TOM CARRAWAY
RICH BURKE
ED BURCHELL
GEORGE BYRNE

FIFTH ROW:
EARLE BLIZZARD
JIM WHITTENBURG
HOWATT PETERS
ROWLAND HEIDELBERG
FRED BOYNTAN
NED KOHNKE
ROGER SIMS
FRANK BURNSIDE
BASILE UDDO

SIXTH ROW:
FRANK YOHAN
DWIGHT NORTON
LARRY DEAN
PATRICIA ANN HAIR

SEVENTH ROW:
MIKE WELLFORD
GEORGE PEREZ
TUCKER MELANCON

EIGHTH ROW:
CINDY WEGMANN
LENNIE FISHER
DAYTON BAKER

IN THE STACKS:
JOSE ACOSTA
JOHN ALBANESE
FRANCOIS ALLAIN
PAUL BARICOS
JOHN BAUM
MARK BEYER
ROBERT BIRTEL
HERBERT BOWERS
FRED BRADLEY
RANDALL BROOKS
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GREG EATON SHIRLEY EGAN
SHIRLEY EAGEN
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GARY GOCHNOR
KATHERINE GOLDMAN
KENNETH GOLDSTEIN
RAYMOND HAEUSER
MORRIS HILL
LUTHER HORTON
CHARLES JENSEN
JON JOHNSON
DAVID KESLER
HENRY KINNEY



FRONT ROW:
TRAN HUU DINH
SANGUAN LEWMANOMONT
FRANCOISE PECCOUD

SECOND ROW:
KATHY PIERSON
BRIAN JONES
JEFF KING
BRAGG WILLIAMS
PAUL MINOR
JERRY O'KEEFE

THIRD ROW:
MICHAEL CUCULLU
TERELL BROUSSARD
GLEN FIELTON
RONALD HARRIS
MICHAEL KULCZAK
DENNIS LARUSSA
JIM SCUTTI

FOURTH ROW:
ROBERT FISHER
FRANCOIS JOUVEL
JACK ROBINSON
LARRY BUCHTEL
PAUL LEBAS
ELMER GIBBONS
BILL BENHAM
PHIL ALLEN
TOM SPROTT

FIFTH ROW:
LEE WALLACE
STEVE LUNDSTROM
MIKE COLEMAN
RUTH ELLEN REVZEN
CHARLES H. DE ST. CROIX
PEGGY BERCK
JOY BROWN
RICHARD FELDMAN
JOSEPH RAULS
TORGER OMDAHL
GUY HUARD

SIXTH ROW:
JOE HANSEN
GLENN ABEL
LAMAR RICHARDSON
RALEIGH OHLMEYER
DAVID DAUME
NORMAN WEAKER
BARBARA JACKSON
EARLE BLIZZARD

SEVENTH ROW:
CHARLES DUKE

EIGHTH ROW:
MITCH EX
KEVIN WEIN

IN THE STACKS:
JESSE LEBLANC
OCTAVE LIVAUDIAS
BAHMIN LOFTI
KEITH MAY
BILL MORGAN
IRA MOSS
JOSEPH MYERS
ADAM ORTEGO
BRIAN PERRY
MIKE PIPER
THOMAS PIXTON
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BILL RANDS
TIM RONIGER
VALENTINE SCHEURICH
RICHARD SHERMAN
JAMES WADLEY
SID WALTON

ELLEN MAYO / 1
SYLVIA MINOR / 2
LYNN HARRISON / 3
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ESTHER MCBRIDE / 5
KAREN COMMARATO / 6
MARTHA HUGHES / 7
STELLA NARCISSE / 8
KAREN LEWIS / 9
KAREN HEDDEN / 10
PAULETTE COTHREN / 11
GAIL RUBIN / 12
HERMAN GATES / 13
HOWARD STANTON / 14
ANN MUSICK / 15
ROBERTA GILL / 16
BILL PETTY / 17
ROSEMARY MCCRAHAN / 18
LEWIS KECKLEY / 19

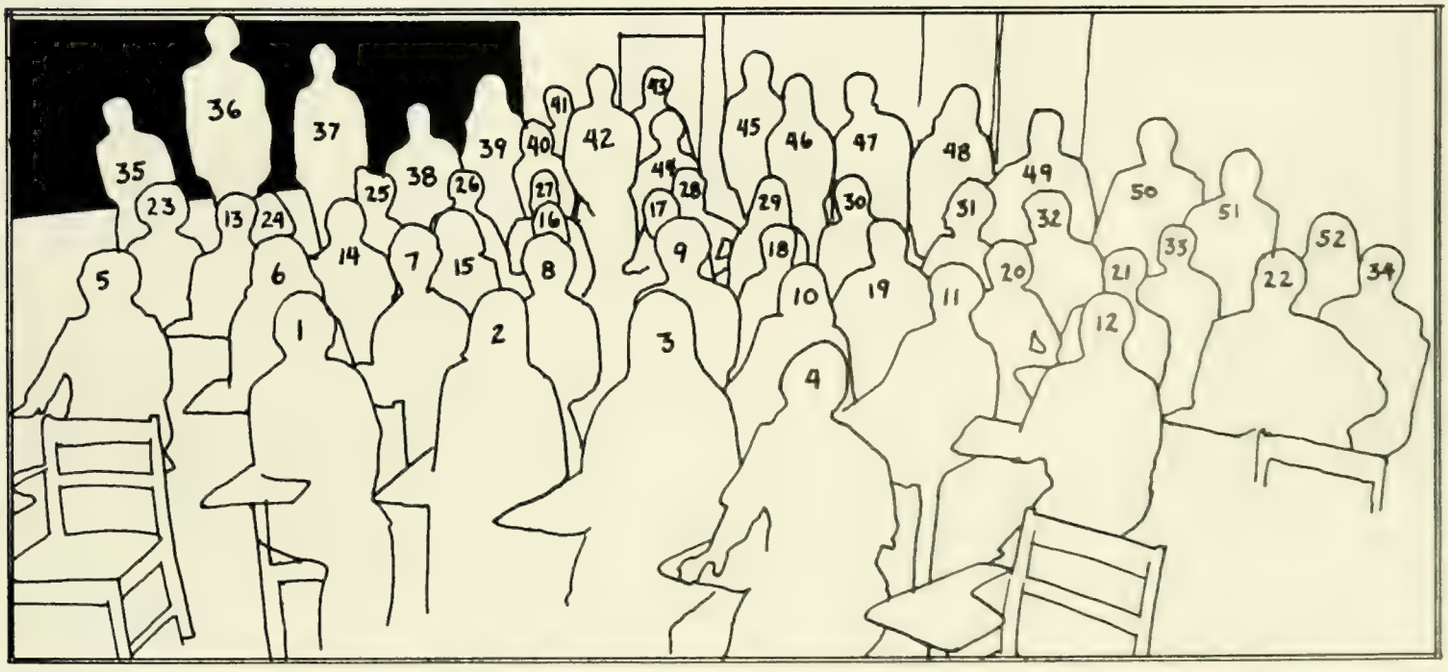




20 / SARAH RAHAIM
21 / DOUGLAS POSEY
22 / JACK MARTIN
23 / STELLA BROWN
24 / SHELIA FLOYD
25 / CAROLINE DOTSON
26 / ELAINE LORD
27 / KAY GRANT
28 / JAMES FRANK
29 / LOUISE CATE
30 / BOB DUET
31 / SHARON CHUDY
32 / JOE BRYAN
33 / MARY HART
34 / LYNN STURGEON
35 / ANTONIO LUHAN
36 / GLEN MCQUAGE
37 / BEV SCHNEIDER
38 / FR. JOHN NOONE

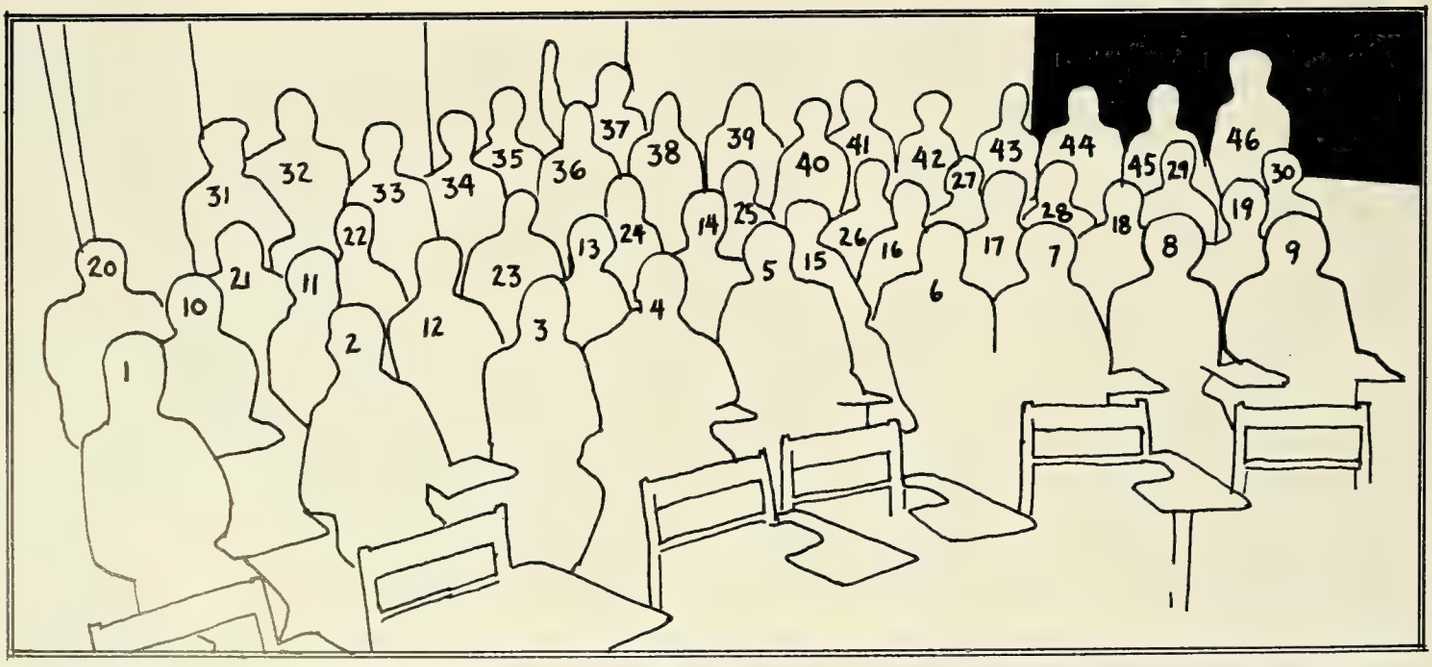
39 / SUSAN KINGSTON
40 / BARBARA JONES
41 / SIS. MARY ANNE FRANK
42 / JEWELL TURNER
43 / KAREN THORNTON
44 / KAYSEY SANCHEZ
45 / MARY CORYN
46 / PEGGY RICHARDS
47 / DOUG HOLT
48 / PENNY SHOLARS
49 / THOMAS DEMARTINI
50 / HENRY LEE
51 / PATTY NEALON
52 / GINNY NEWLAND

IN THE FIELD:
ROSEMARY BARNHARDT
DEWAIN BELGARD
SUSAN BLATCHFORD
PAMELA BUCHANAN
MURIEL BURNSTEIN
DAVID CARLETON
CORA ALL CHANDLER
SARA ANN CRAWFORD
CONSTANCE CULBREATH
MILO FAUSTERMANN
BARBARA FEATHER
RENNA GODCHAUX
LINDA GRAVATTI
CAROLYN HARDEN
MALCOLM HESS
ELAINE JOHNSON
WILLIE KELLER
EILEEN KRAUSS
ANDRINA MCCAFFREY
EVA MCLEOD
GAY MINES
JAY NIEMAYAR
GORDON PAGE
DONALD PIERSON
SUSANNA RENO
RUTH STAM
ANDREE THIBODEAUX
REBEKAH VANHOOSER
MARY VANOSTENBERG
EARLEEN WAGNER
GARY WHELCHEL
DAN WILLIAMS
BARBARA WOLITZ

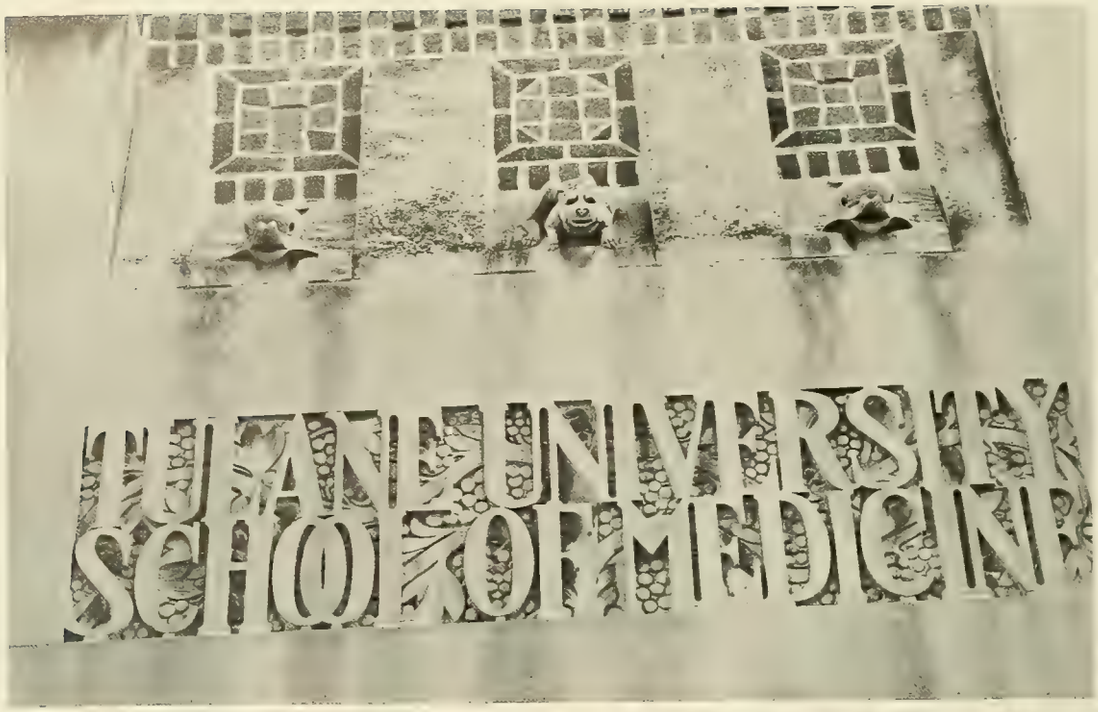




ANN JOHNSON / 1
PAM WOOTEN / 2
REITA TROUM / 3
GEORGE INGLE / 4
BILL SCHOOF / 5
JOHN KING / 6
EILEEN DAVIS / 7
JAQULYN KENT / 8
BRENDA BOCAGE / 9
YUPA TUMPRAYOT / 10
JUDY ROSS / 11
DIANNE BRINKER / 12
BARBARA LAUGHLIN / 13
JACQUELINE SIMONEAUX / 14
RUTH WELK / 15
ELWOOD KLINE / 16
ANNE ROBERTSON / 17
EDWARD WOJNAROWSKI / 18
DIANE LAMBLY / 19
BEN KNOTT / 20
ROBERT COOPER / 21
JERRY CLARK / 22
JAMES BROUSSARD / 23
KAY KEMBLE / 24
DON BOBO / 25
LINDA JONES / 26
ADA YOUNG / 27
EVA MAE BOWIE / 28
DAVID NIEMAN / 29
EVELYN HOLT / 30
SALVATORE CARUSO / 31
EDWARD BUVENS / 32
BRENDA KELLEY / 33
VICKIE WILLIAMS / 34
PHYLLIS HEATON / 35
KATHY GRAFF / 36
MIKE WHITE / 37
BARBARA SMITH / 38
MARY DEE FAIRCHILD / 39
PATRICIA REED / 40
JEANETTE LEWIS / 41
WILMA DUNCAN / 42
JEAN RINGLER / 43
JUDITH FAUST / 44
SHIRLEY HASPEL / 45
CAROL CHANDLEE / 46

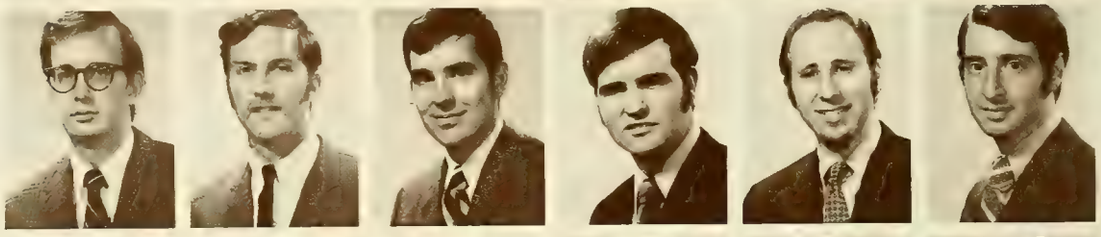








JOHN ALSTON
ROGER ANASTASIO
ROBERT ANCIRA
RICHARD ANDERSON
THOMAS ANDERSON
WINSTON ANDERSON



LAURENCE AREND
HENDRICK ARNOLD
RONALD BARBIE
STEPHEN BINNS
JEROME BLACKMAN
STEVEN BLACKWELL



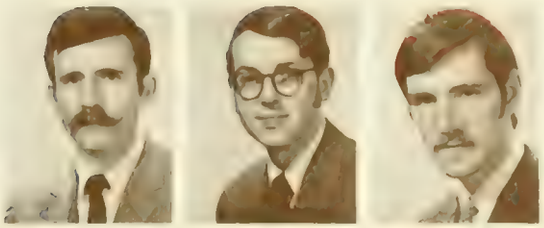
DAVID BONHAM
JAMES BONNET
ISAAC BROWDER
ARCHIE BROWN
SHERMAN BROWN
GEORGE BURGESS



RONALD BUSUTTIL
HARRY CAZZOLA
JOSEPH CHIAPELLA
GEORGE CHU
DELLIE CLARK
STEPHEN COCHRAN



GLORIA COKER
CLIFFORD COLEMAN
KENNETH COMBS
JOHN CURTISS
GARY DANOS
RISE DELMAR





DALTON DIAMOND
JON EDWARDS
GERY EPLER



REAVIS EUBANKS
RICHARD EVANS
MICHAEL FINN

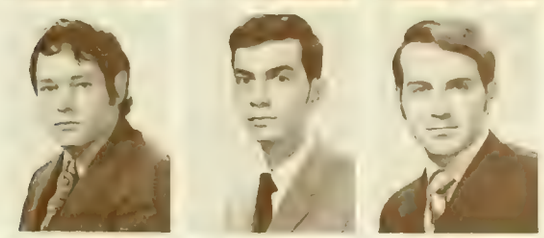


JACK FLEET
BARRY FRAME
JAN FRIEDMAN





MARC FRIEDMAN
LAWRENCE GALINKIN
MICHAEL GALLIGAN
PETER GOLDMAN
MILES GRABER
SANDRA GRABER





JAY GRIMALDI
CHARLES HADDAD
RICHARD HALL
CHARLES HANES
GEORGE HARRIS
WILLIAM HELVIE





JEREMIAH HOLLEMAN
JAMES HOOKER
RANDOLPH HOWES



WALTER JAMES
JOHN JOHNSTON
JOHN JONES



GERALD JOSEPH
ROBERT KAMINSKI
SCOTT KELLERMANN

JAMES KNOEPP
CONRAD KREBS

IRIS KRUPP
IVRI KUMIN

GLENN LAMBERT
DOUGLAS LANDWEHR

WAYNE LARRABEE
CHARLES LILLY
ROBERT LIPSON
CHARLES LONG
ALFRED LOTMAN
DONALD LUEBKE

ARTHUR MATTHEWS
RICHARD MAY
JOHN MCCABE
THOMAS MCLURE
JAMES MCQUITTY
JAY MERTEN

FLOYD MEYER
BRUCE MEYERS
MICHAEL MOORE

TED MOORE
JACK MORGAN
JAMES MOROCK

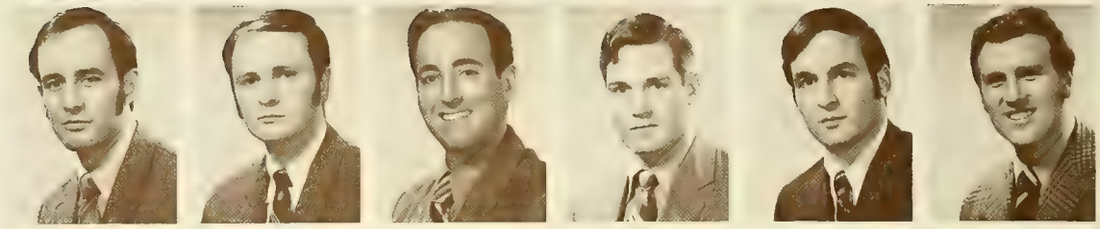
HAROLD NEELY
DALE NICKEL
PETER NIELSON
JAMES NORTHINGTON
DONALD NOVICK
ARTHUR NUSSBAUM

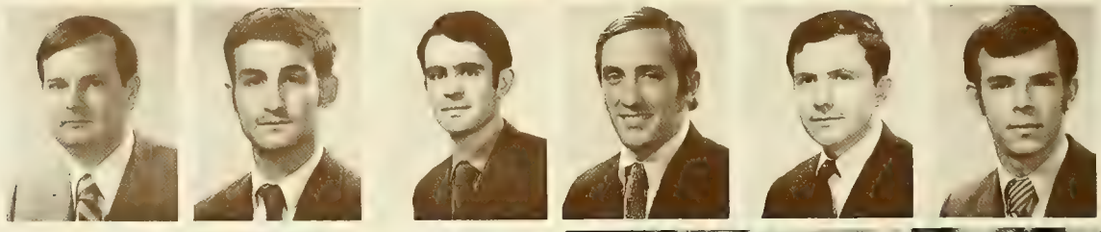






















WILLIAM O'MARA
MICHAEL RAYBECK
JOHN REA
JOSEPH RONIGER
ROBERT ROYBAL
JAMES SAALFIELD





RANDOLPH SEYBOLD
ROBERT SHAW
JAMES SHELLEY
HOWELL SLAUGHTER
JAMES SMITH
JOSEPH SOSNOW



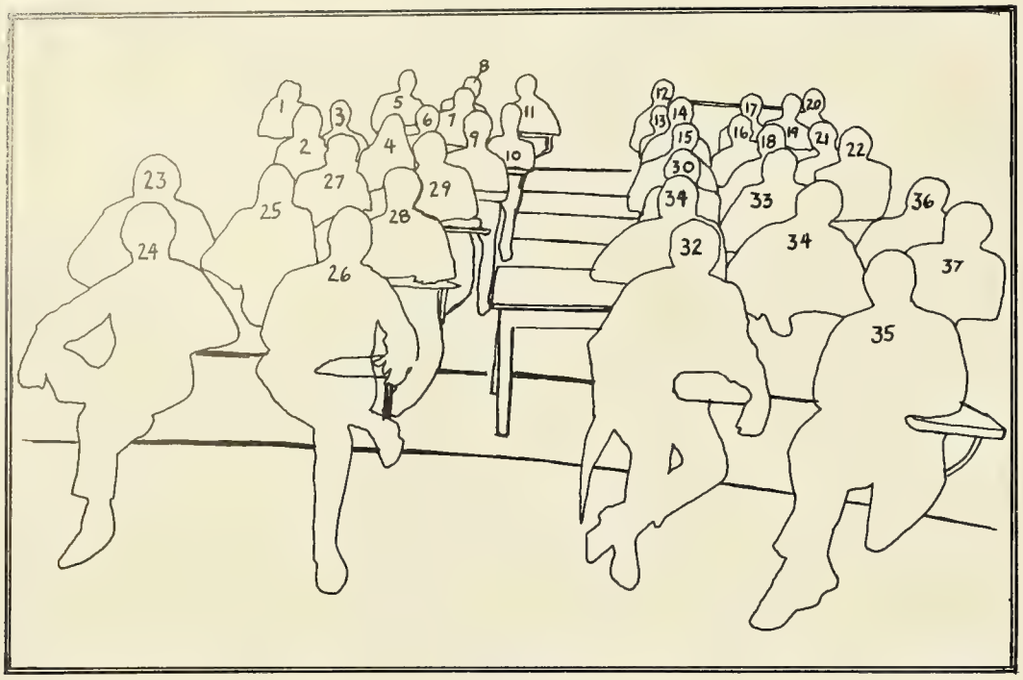
ANDREA STARRETT
HENRY STELLING
TOMMY SWATE
LAURENCE TANAKA
THADDEUS TEAFORD
WILLIAM THOMPSON



PAUL TIBBITS
TIMOTHY TRICHE
LAWRENCE TRUE
JEFFREY TUCKER

JOHN VAN BODEGOM
MAX VAN GILDER
WILLIAM WALSH
RICHARD WARD

PHYLLIS WIGGERS
THOMAS WILDES
DAVID WOLF
JOHN YOUNGBERG



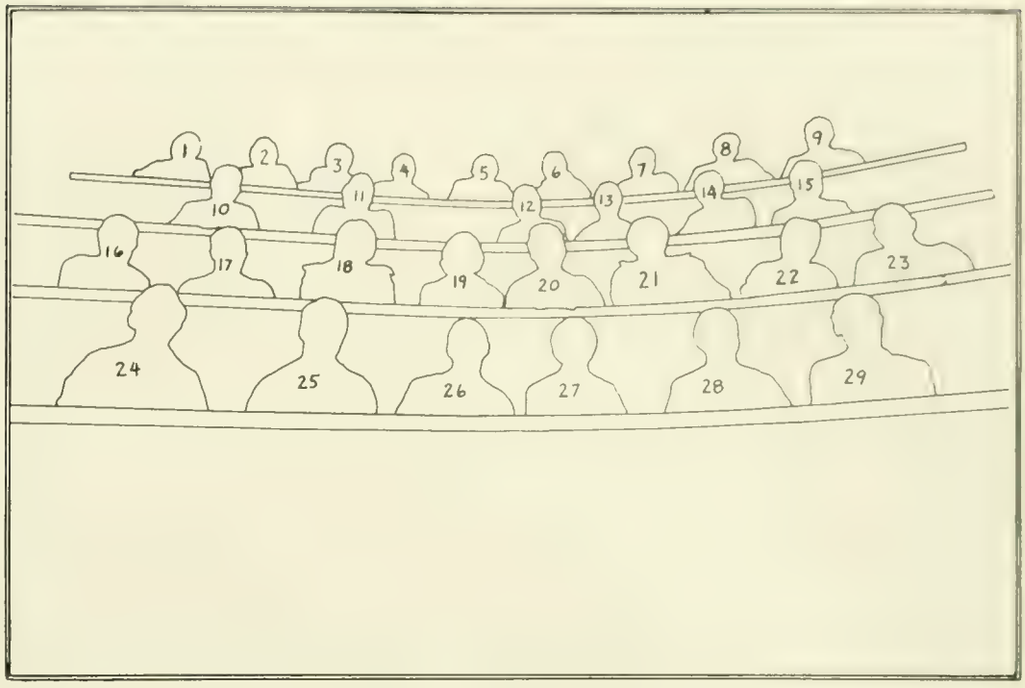
MEDICINE

31 / MARVIN SMITH
32 / JIM WATTS
33 / BRUCE SAAL
34 / CHRIS SKINNER
35 / DR. HANS WEILL
36 / PETE GOTH
37 / MIKE MASCIA

1 / ARTHUR HADLEY
2 / BEVERLY MATTHEWS
3 / BILL GARRETT
4 / HARRIETTE CLAY
5 / KARL KARLSON
6 / KEN ROY
7 / HERBERT HENRY
8 / JOHN DALTON
9 / JOHN COOPER
10 / CRAIG MAUMUS
11 / BRIAN TRAVIS
12 / CARL SOLOMON
13 / FRED WOOD
14 / STUART MAY
15 / WOODY SANDERS
16 / GARY JANKO
17 / JOHN TURBA
18 / GARY HOLT
19 / ELTON MCAMIS
20 / JOYCE ISAACS
21 / RON CYGAN
22 / JIM PATTERSON
23 / PETER MEYERS
24 / BILLY FRIEDMAN
25 / LAUREL SCHULTZ
26 / ANDY SCHWARTZ
27 / GEORGE FERENCZI
28 / STAN CARSON
20 / DONALD MAHONEY
30 / JOHN HOWE

MAKING ROUNDS:
STEPHEN BRINT
BILL BUFFAT
DAN DOHERTY
COLLINS FINNEY
JAMES JOST
RICHARD NESS
P. J. ROSS
MELVIN SCHULTZ
GEORGE SMITH
JAMES WHITE





Pediatrics

EUGENE CARPENTER / 1
TOM DAVIS / 2
PETE PROSSER / 3
LARRY ANGLIN / 4
PRESLEY JACKSON / 5
WILLY ORR / 6
BRENT AIN / 7
DAVID WRIGHT / 8
THOMAS WRIGHT / 9
JACK HOBBS / 10
LOWELL BAREK / 11
HOWARD WEISS / 12
PHIL POTH / 13
DAVID JARROTT / 14
BOB ANCIRA / 15
HAROLD JURAN / 16
ROGELIO MENENDEZ-CORDOVA / 17

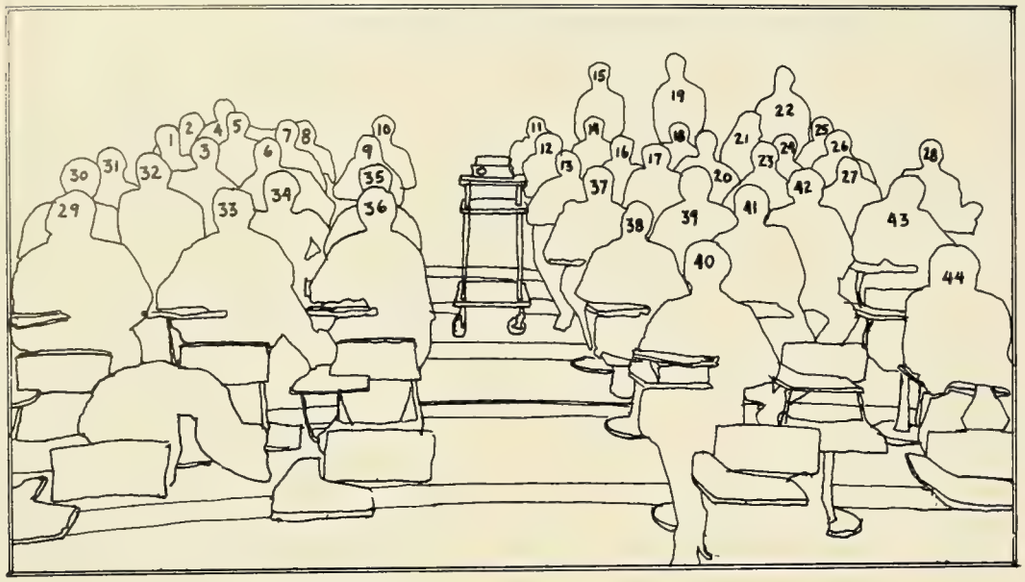
DAVID MCFARLING / 18
STAN SMITH / 19
JOHN STOVER / 20
LARRY SPRATLING / 21
STEVE ABSHIRE / 22
ALVIN AUBRY / 23
JOE BLINDERMAN / 24
BILL BUTLER / 25
JUM HURST / 26

JOE GARVIA-PRATTS / 27
DON GALE / 28
MIKE ZOLLER / 29

IN THE WARD:
PAUL BEST
BONITA CARSON
JOHN COLEMAN
HUGO ENGELHARDT

JEFF GORDON
JONATHAN LORCH
ROGER MCCLELLAN
MADELYN MANNING
LARRY MATSUMOTO
TOM MORRIS
RANDY PARKER
RON RIEFKOHL
RON RITCHEY



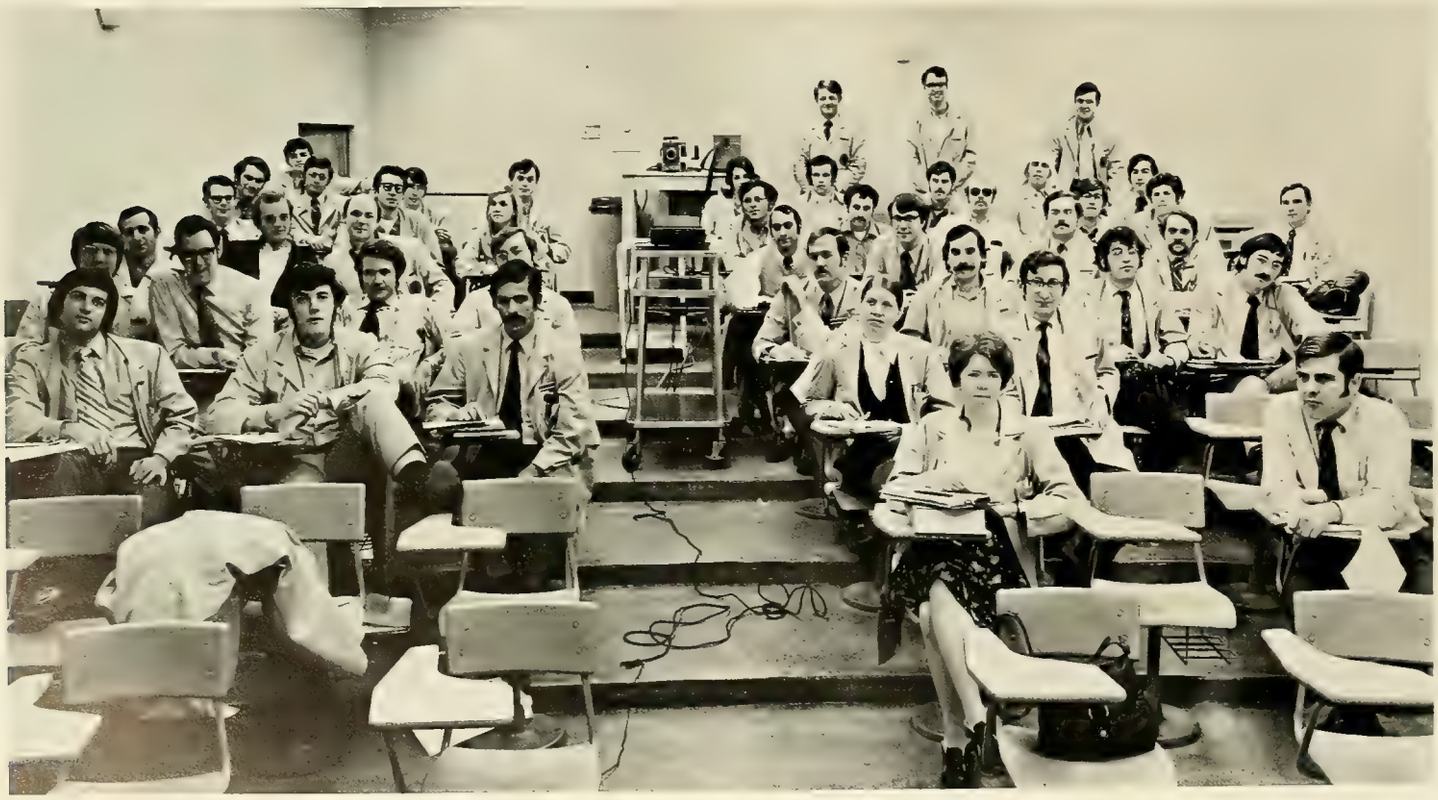


1 / BRUCE PATTERSON
2 / DREW LOGUE
3 / RANDY BUCHANAN
4 / FRED OCHSNER
5 / FRANK REED
6 / BEN GUIDER
7 / RICHARD EPSTEIN
8 / JAMES GOODNER
9 / ELDA HOGUE
10 / LYLE MASON
11 / SUSAN BOSTON
12 / PAUL GULBAS
13 / MILES BRETT
14 / FLIP SMITH
15 / CALEB HERNDON
16 / JAY KRAVITZ
17 / MICHAEL MCCLINTON
18 / JIM BOOKMAN
19 / MICHAEL DESHAZO
20 / STEVE SORGEN
21 / DAVID PLOTNER
22 / KEN BREWINGTON
23 / MIKE MAFFETT
24 / LESTER MARION
25 / BILL AUSTIN
26 / BUDDY PERROTT
27 / BILL WRIGHT
28 / JOHN SALISBURY
29 / TED KLOTH
30 / BILL BETHEA

SURGERY

31 / MARK STRAUSS
32 / RICHARD SMITH
33 / PHIL MCKINLEY
34 / BILL TURNER
35 / CRAIG WINKEL
36 / JAY MAGGIORE
37 / BOB HOLZHAUER
38 / CHRIS ROBINSON
39 / ALLAN MELMED
40 / LYNN GREELEY
41 / DAVID WILENSKY
42 / BRUCE HUGHES
43 / FURMAN WALLACE
44 / DAVID SORENSON

SCRUBBING UP:
JOHN BOURGEOIS
LOUIS JEANSONNE
DAVID SANDERSON



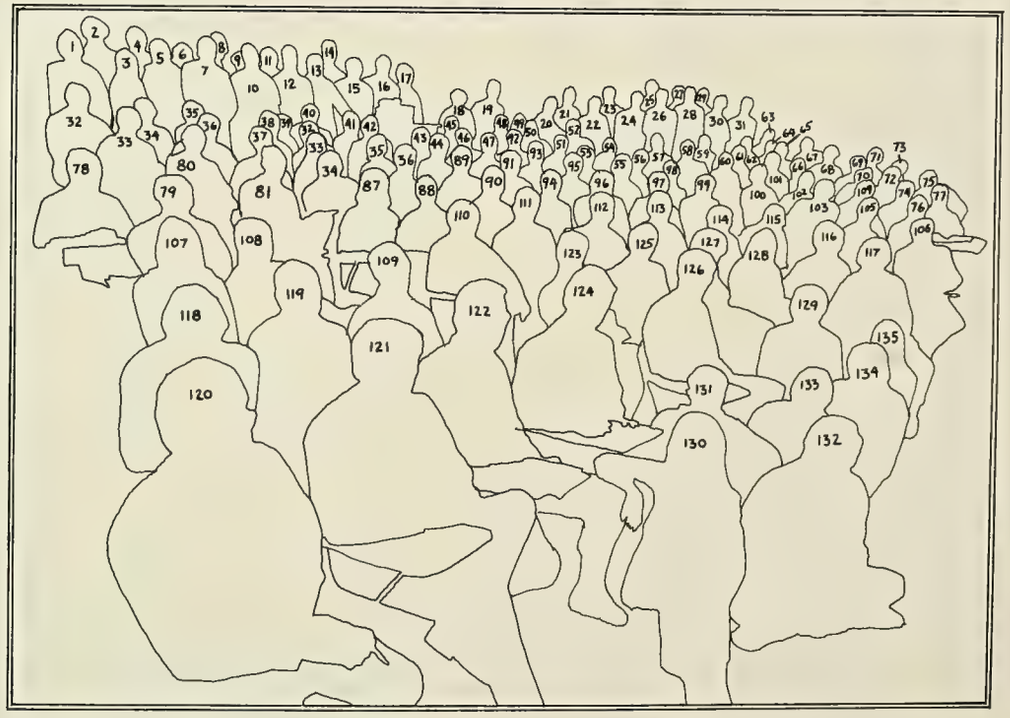




1 / BETTY SMITH
2 / MIKE HOFF
3 / MARCILLE MAHAN
4 / RICK PERRYMAN
5 / ANN FERGUSON
6 / DAVID ELIZARDI
7 / CHARLIE JOHNSON
8 / MARK WARSHAW
9 / RICHARD SABATIER
10 / JAMES BERGMAN
11 / DICK MITCHELL
12 / JOHN LUBER
13 / BILL CARRIERE
14 / ED DAPREMONT
15 / BOB MILLER
16 / FRED SCHERT
17 / PAUL MORRIS
18 / DAVID HAFT
19 / ED SHAHEEN
20 / JOSE PORTUONDO
21 / BOB RUSSO
22 / VINCENTE LAGO
23 / BRITT WEST
24 / JOHN GURDIN
25 / IRVING JOHNSON
26 / RENNIE CULVER
27 / JOHN SIMMONS
28 / MARK AVERBUCH
29 / JIM CHANGUS
30 / BILL CLARK
31 / TOMMY HAWK
32 / HOWARD MOORE
33 / ELLIOTT GOULD
34 / MAURICE NASSER
35 / HOWARD MILLER
36 / GARY GOLDBARD
37 / JOE DALOVISIO
38 / TERRY HABIG
39 / GARY MAYES
40 / BILL GARTH
41 / JIM NUNLEY
42 / GARY MORRISON
43 / PAT PERKINS
44 / JAMES JOHNSTON
45 / JOHN WELLS
46 / CRAIG KESSLER
47 / CHARLES O'MARA
48 / JOE MCCRARY
49 / JEAN JEW
50 / MARSHALL SCHREEDER
51 / DAVID DUNN
52 / CHUCK STEWART
53 / DAVID BROMBERG
54 / LESSA PHILLIPS
55 / BILL RASKIN
56 / BROBSON LUTZ
57 / HARRY CREEKMORE
58 / DICK WOOD*
59 / BOB BASS
60 / BILL REED
61 / CATHY SAMPLES
62 / PAUL CAMPBELL
63 / GEORGE DESORMEAUX
64 / NICHOLAS SELF
65 / JOEL COHEN
66 / JOHN SAARI
67 / BOB GRIFFITH
68 / WARREN HAGAN
69 / RICK CALVIN
70 / NICK PETRELLI
71 / BOB CUMMINGS
72 / GLEN LIBBY
73 / RON WENDER
74 / MONTE IKEMIRE
75 / JOHN HOBART
76 / ED LAYNE
77 / BOB RYCHLY
78 / LARRY MAZZOTTA
79 / JOHN MARTIN
80 / JOHN WINTER
81 / BOB TOFTE
82 / PETER RABIN
83 / BILL HOCKING
84 / ART CHANG
85 / BILL RAWLINGS
86 / BRENT JOSEPH
87 / JANET YOUNG
88 / TERRY MARKS
89 / BOB HOSEA
90 / KENNY SMITH
91 / KEN MULLEN
92 / ARNOLD FINKELMAN
93 / JOEL ROSENBERG
94 / BOB BLANKENSHIP
95 / DON ROSENBLUM
96 / MIKE RAIFE
97 / DAVID LUBIN
98 / ULLA JO ULE
99 / ROBERT FREEDMAN
100 / PETE LEVINE
101 / HAL ROSENBLATT
102 / TOM HARPER
103 / TONY NG
104 / CRAYTON CIBOROWSKI
105 / MONTY BELL
106 / RICHARD AIRHART
107 / VIRGINIA WILLIAMS
108 / MARTIN EVANS
109 / BILL OLSON
110 / JEFF LAU
111 / TOM STEFFEN
112 / ADRIAN DEAN
113 / CLIFF CRAFTON
114 / JOE HORTON
115 / CRAIG COLMAN
116 / BRUCE ITELD
117 / DON LAGRONE
118 / ED ILIFF
119 / JAMES LABORDE
120 / JIM AYERS
121 / TOM GRIMSTAD
122 / GREER RICHETSON
123 / BARRY NAGEL
124 / MIKE MOSER
125 / BOB TANNER
126 / RICHARD BRINNER
127 / JEFF MARMELZAT
128 / RICK LUKASH
129 / DAVID BOUDREAUX
130 / ANN LOVITT
131 / MIKE FITZSIMMONS
132 / ROCKY KENT
133 / DWIGHT LEE
134 / JIM WEAVER
135 / PAULINA ROGNONI

OFF FAEX HUNTING:
STEVE HENSON
BILL LONG
BOB MERIWETHER
MIKE VOLSKY

Second Year





FIRST
YEAR



SECOND YEAR

1 / PAUL HUNT
2 / ART MCLEAN
3 / ALTON ROMERO
4 / GEORGE HOFFMAN
5 / JAY ROHN
6 / VAN DAVIDSON
7 / JIM OWEN
8 / MICHAEL GOLDBERG
9 / RONALD WYCHE
10 / MORRIS MANN
11 / STEVEN TAYLOR
12 / HARVEY MARICE
13 / MIKE HUNT
14 / HENRYNNE LOUDEN
15 / GORDON HEALEY
16 / W. R. COLLIE
17 / DAVID CARNER
18 / PAUL PACE
19 / SHERRY BRAHENY
20 / C. R. SKINNER
21 / KERMIT WALTERS
22 / DAVID MCLAIN
23 / RICHARD OTTS
24 / WILLIAM CALDWELL
25 / MICHAEL TOOKE
26 / MICHAEL MCFADDEN
27 / JIM BEAN
28 / HEATHER BUTLER
29 / DENNIS SUICH
30 / J. E. JOHNSON
31 / CAROL TIPTON
32 / KENNETH GORDON
33 / ROBERT BAXTER
34 / THOMAS HOWARD
35 / LARRY OSBURN
36 / PAT DOLAN
37 / STEVE HEARD
38 / LOUIS MORGAN
39 / JIM FLOREY
40 / ERMAN RAWLINGS
41 / JOHN MEYER
42 / DENNIS RADEMACHER
43 / GERRY DEFRAITES
44 / JOHN EICK
45 / IRA UDELL
46 / MIKE LUNDY
47 / BOB CALDWELL
48 / BRUCE SAMUELS
49 / HANNAH CLARK
50 / MITCHEL THABIT
51 / STEVE BAHOU
52 / WHITNEY READER
53 / CHARLES SIMONSON
54 / RALPH ASBURY
55 / HENRY KWONG
56 / TOM WATSON
57 / JANICE BLUMENTHAL
58 / CANDICE ROHR
59 / ROD BARNHARDT
60 / STEVE HARRISON
61 / JIM MURPHY
62 / STANLEY WATSON
63 / GRETA HERMAN
64 / ART FOUGNER
65 / ROBERT CLARK
66 / CRAIG FERRELL
67 / RICHARD STROBACK
68 / ARTHUR GREEN
69 / DAN JACOB
70 / ROB FLANDRY
71 / LEE WINELAND
72 / ACE JONES
73 / J. P. ELLISON
74 / ROBERT JEFFERS
75 / STEVEN KLEIN
76 / CHARLIE FISCHMAN
77 / LARRY BARNES
78 / TOM REED
79 / MIKE KELLY
80 / E. K. BLYTHE
81 / ERIC GEWOLB
82 / BILL LACORTE
83 / MARK STEIN
84 / JAMES COOK
85 / MICHAEL MCDONALD
86 / DAVID OLSON
87 / EUGENIA GARY
88 / PAUL CATROU
89 / MICHAEL HIGGINS
90 / MARTHA SLATER
91 / DOUG WAGNER
92 / CAROL DUNN
93 / STEPHEN HARRIS
94 / LELAN SILLIN
95 / JUDY GIOLITTO
96 / STUART AGREN
97 / STOKES DICKINS
98 / STEPHEN HORWITZ
99 / BARBARA DENAIS
100 / JOE MARNELL
101 / DON FISICHELLA
102 / VICTOR GARCIA-PRATS
103 / PHILLIP KELLY
104 / ROBERT CARD
105 / DAVID ABBOTT
106 / PAUL ZELNICK
107 / ROB PATYRAK
108 / MIKE WILENSKY
109 / BRUCE WALLACE
110 / RICHARD SILVER
111 / LOUIS BONITA
112 / ED SPITZ
113 / FRED JACQUES
114 / JAN KAUFMAN
115 / MARC ARMSTRONG
116 / LINDA KESSLER
117 / JASON SMITH
118 / STANLEY LEONG
119 / STEVE SOTMAN
120 / JUD SHELLITO
121 / JOSEPH LOCICERO
122 / SAM WATERS
123 / RICHARD PARKINSON
124 / ANDY CARTER
125 / RAND SPENCER
126 / BARRY SIMON
127 / JAYNE GURTLER
128 / ARNOLD SPANJERS
129 / RICH WESTFAL
130 / GEORGE RODGERS
131 / KIRK BELLARD
132 / TRAVIS KENNY
133 / JOHN HESS
134 / GARY SANDER
135 / GENE ROSENBERG

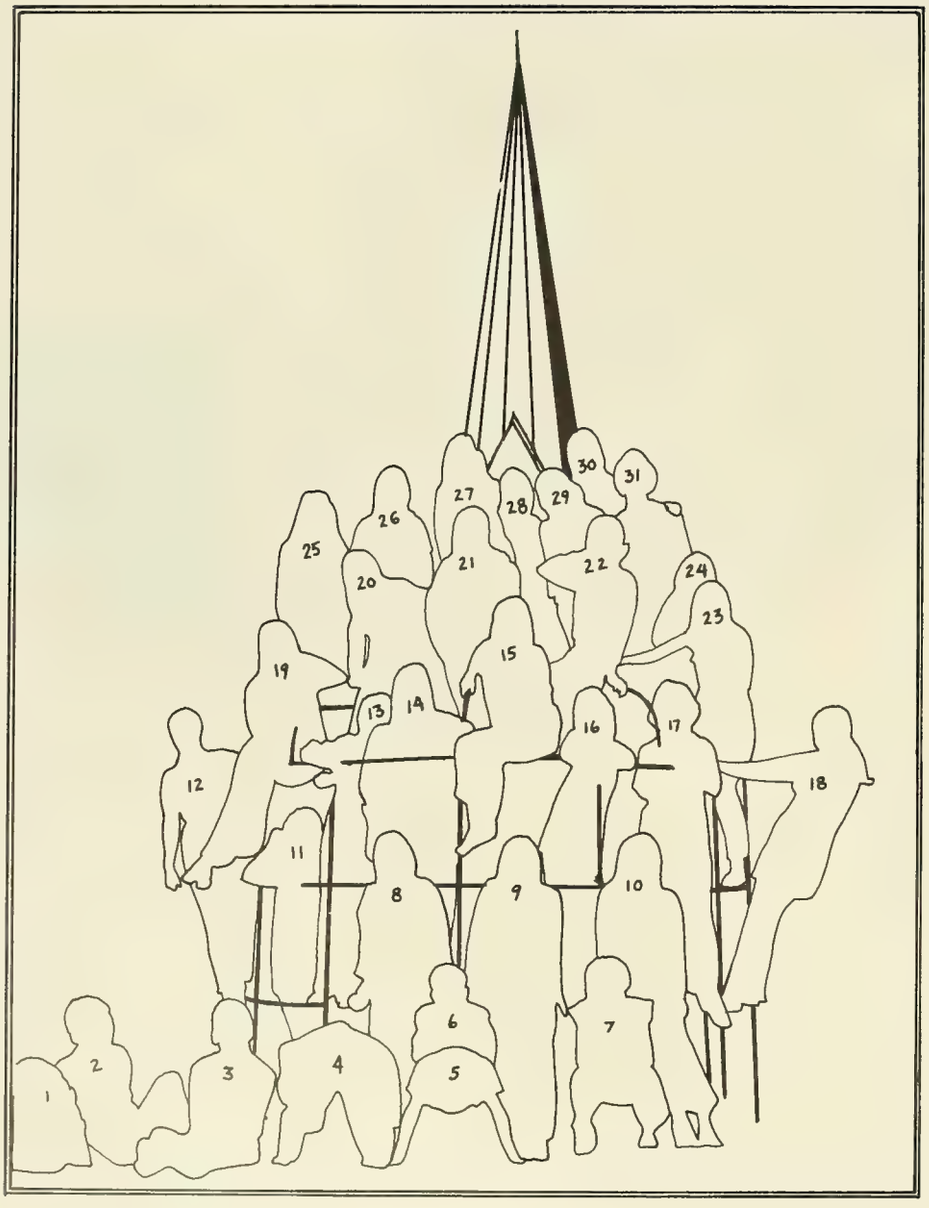
CADAVER BALL CASUALTIES:
NICHOLAS CAMPO
WILLIAM COLEMAN
MARGARET GUSTAFSON
STEPHEN HARRISON
KAL SHWARTS
LAWRENCE VINIS
PATRICIA WEBSTER
GEOFFREY WIEDEMAN



FIRST YEAR



Alpha Delta Pi



1-7 / SEVEN LITTLE DWARFS
8 / CORIE FRANTZ
9 / JANE BETTS
10 / LAUREL MALOWNEY
11 / MEGAN KELLY
12 / MARGARET MILLER
13 / KAREN SMITH
14 / JOAN JACKSON
15 / CINDY ECKERT
16 / SARAH MINARD
17 / JOANNA PESSA
18 / CATHY BOUDREAUX
19 / ELAINE NODEN
20 / MARY ADORE COLONEY
21 / BETZIE PEPPO
22 / JUDY MOFFITT
23 / DEBBIE SABALOT
24 / KAREN ABBOTT
25 / JEANNE COLEMAN
26 / JEAN BUETTNER
27 / LINDA HELMAN
28 / JANET TAYLOR
29 / PAT DAVENPORT
30 / BECKY DOZIER
31 / BUTCH GOLDENSTAR

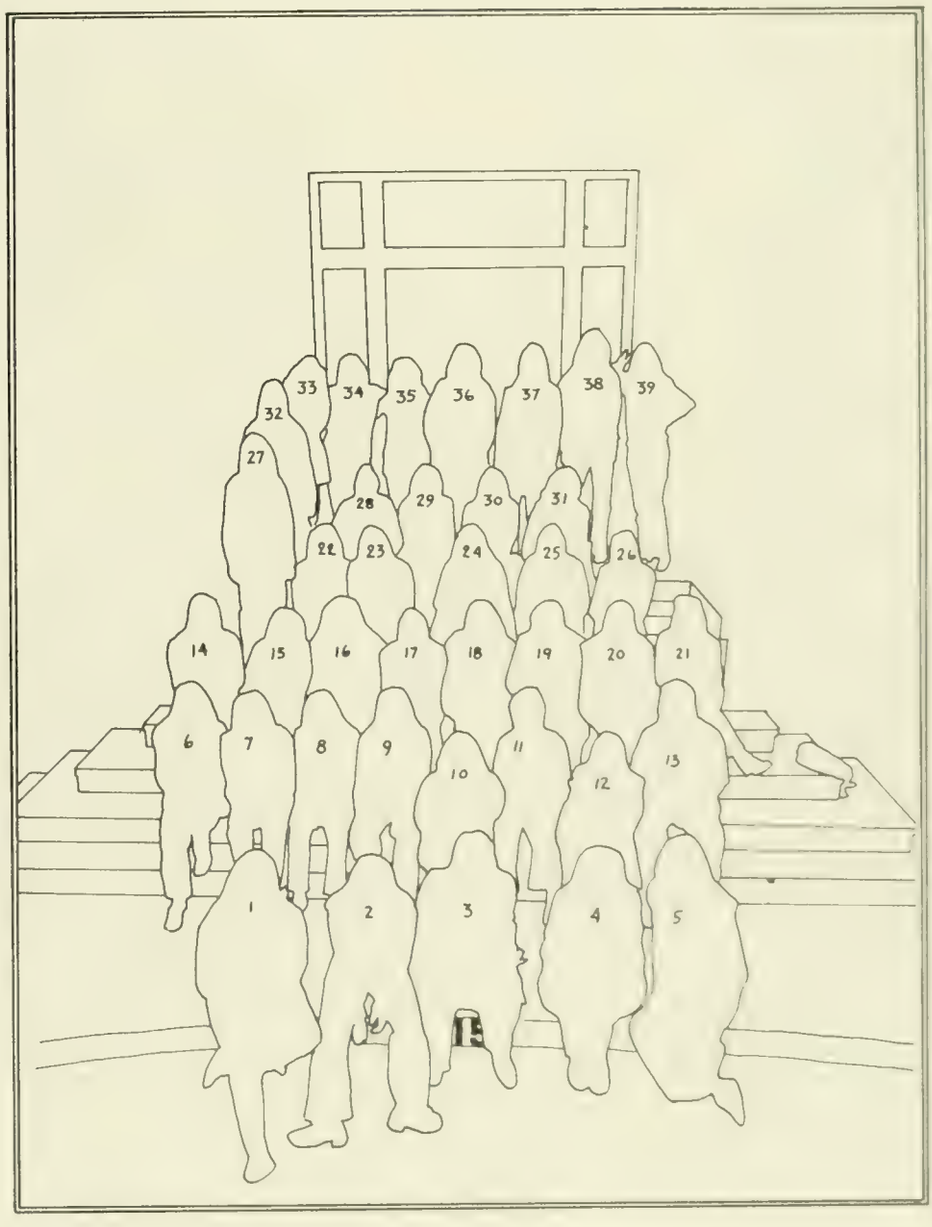




1 / BETH MAXWELL
2 / EDIE PEPPER
3 / VICKI REIKES
4 / ELLEN FRIEDMAN
5 / MARILYN BERNSTEIN
6 / MARLENE ESKIND
7 / SUSAN FORSYTH
8 / DEBBY KLEIN
9 / CINDY COHEN
10 / STEPHIE FRIEFIELD
11 / DEBBIE GOLDSTEIN
12 / PAM TITLE
13 / BLAINE LEGUM
14 / PAULA SHAPIRO
15 / ARLENE TORBIN
16 / RUTH SHAPIRO
17 / LOUISE WOLF
18 / KAY SAMPSON
19 / ILENE DOBROW
20 / ELLEN GOLD
21 / DEE ALTFATER
22 / SHERRY ZOX
23 / PAM FRANK
24 / CAROL HERMAN
25 / PAULA WEXLER
26 / VICKI SAMUELS
27 / LINDA KRAMER
28 / LIZ FINK
29 / TRICIA RICH
30 / PATTI RICHARD
31 / JOAN ROSENFELS
32 / PAT PRINS
33 / IRENE CALDWELL
34 / JUDY ROSS
35 / PATSY FRIEDLER
36 / MARSHA FLANZ
37 / CAROL LAVIN
38 / CAROLYN LIPSON
39 / LINDA SAUL

ELSEWHERE:
DALE BARKEN
MINDY BARRAR
BARBARA BRIN
SHELLEY DORFMAN
FILLIS GERSON
JANET GETZ
BARBARA GINSBERG
SUSAN GOLDFADEN
BETTY GORDON
SARALYN JACOBSON
MADELON JAFFE
MELANIE KUSIN
BETH MARX
JOAN MICHELSON
JANE MOOS
MARGO MORET
PEGGY MORRISON
CISSY PASS
SHARON PEARLINE
ELLEN ROSENBLOOM
SUE SALZ
PATSY SEWEL
BRUCIE SILVERMAN
PEGGY STEINE
CAROL STONE
SUSAN WAGNER
DIANE WALKER
RIKI WEINSTEIN
CONNIE WERNER
SUSAN WEXLER

Alpha Epsilon Phi



Alpha Omicron Pi



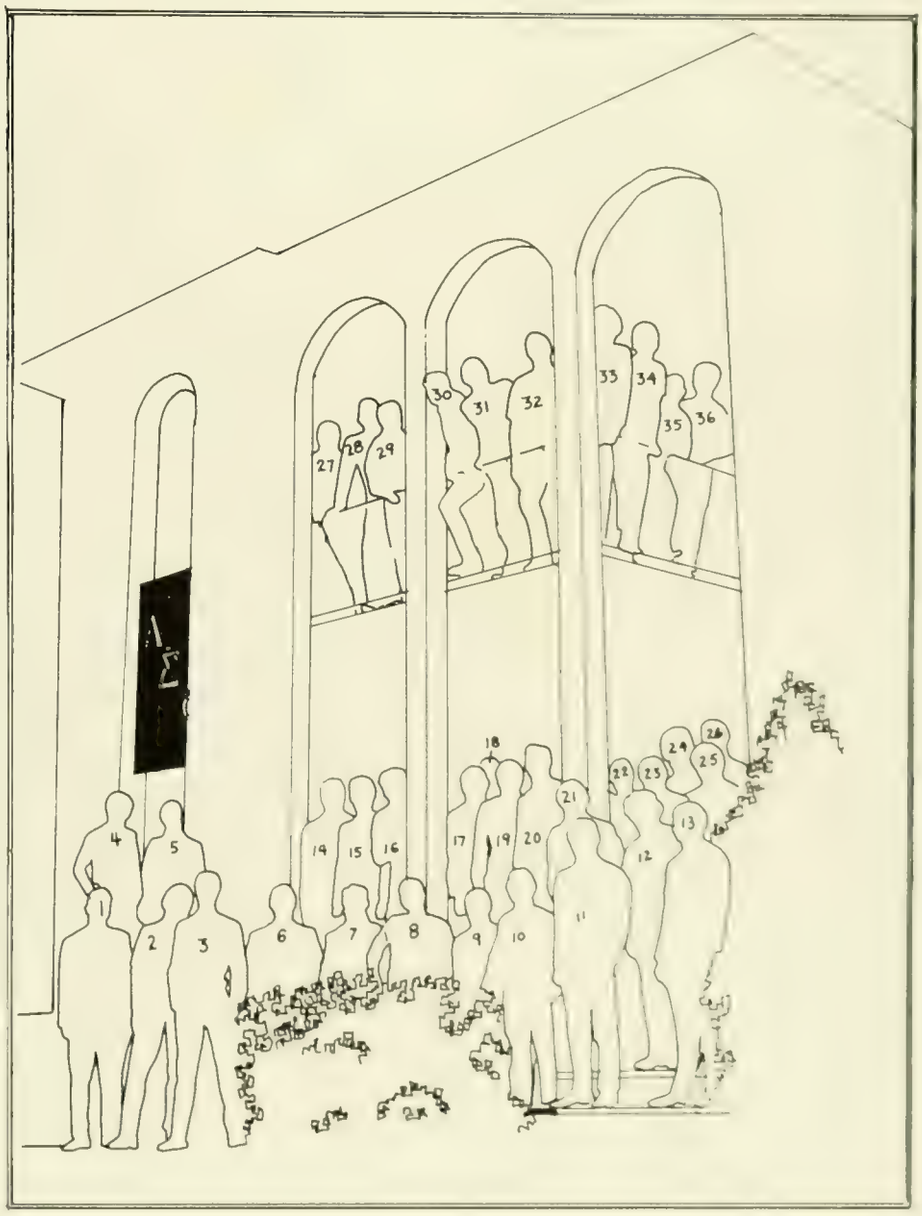
1 / PETER PONTCHARTRAIN
2 / TOMMY TWO-LANE
3 / ANDY AUDUBON
4 / FRANCES PAPPAS
5 / TOMMY
6 / BETH FOUTS
7 / MIKE SCHAUB
8 / FLORA EUSTIS
9 / KAREN MANEMANN
10 / KAY WARR
11 / LISA HALL
12 / JOAN KING
13 / MIKE
14 / LINDA GURTLER
15 / NAN LANDRY
16 / BETSY KEYS
17 / CATHY GRIFFIS
18 / GEORGE
19 / ADELE SALZER
20 / CHERYL PALERMO
21 / KATHY SCHNEIDAU
22 / LESLIE LEWIS
23 / AMY KNIGHT
24 / STEPHANIE TWILBECK
25 / PRIS MIMS
26 / SUZANNE TAYLOR
27 / VIRGINIA SCHNEIDAU
28 / MARTHA SELLERS
29 / LEAH STRAUB
30 / BRUCIE CORNELL
31 / DIANE RYAN
32 / SUSAN VAN HART
33 / GWEN HAGER
34 / COLLEEN MUNDS
35 / BETH SINGLETON

SOMEWHERE ELSE:
JAN GONZALES
LINDA GONZALES
KATHLEEN LAMBERT
GUSSIE MORRIS




Α
Σ

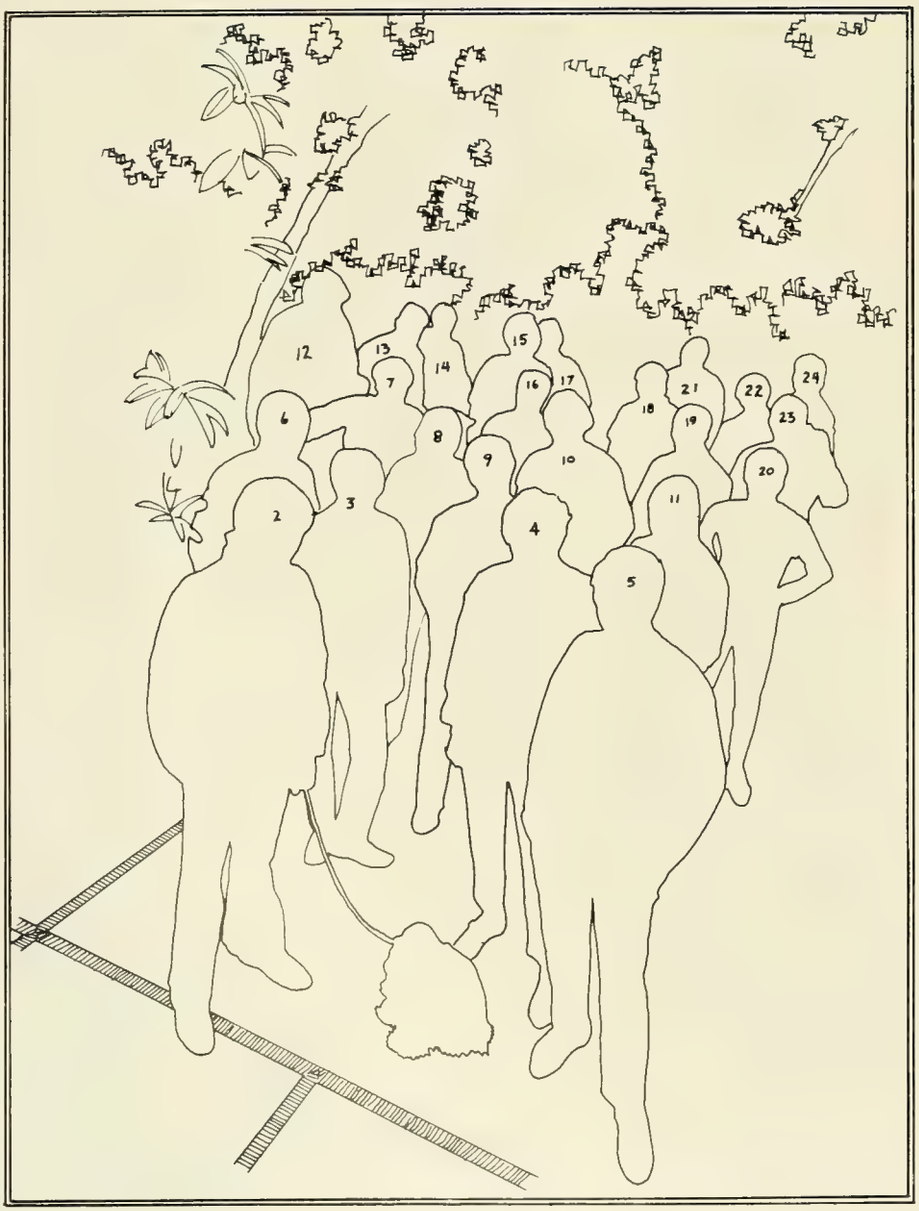
Alpha Sigma Phi



1 / MIKE HICKOK
2 / STEVE REILLY
3 / DAVE MARTIN
4 / DAVID PEREZ
5 / JIM REED
6 / GEORGE MCGOWIN
7 / PHIL DEPP
8 / TIM FRECH
9 / DAVID CASTANON
10 / MIKE JAMES
11 / ART PAULINA
12 / JOHN MARKHAM
13 / BERT TURNER
14 / ROCK PAULL
15 / JACK BURKETT
16 / JOHN PEMBERTON
17 / GARRY LARSEN
18 / TOM ALLISON
19 / GLEN GREINER
20 / BOB LACLEDE
21 / KEITH PYBURN
22 / DICK SALKIN
23 / FRED SCHLESINGER
24 / DAVE EBERT
25 / KYLE DENNIS
26 / ROB PETERSON
27 / PHIL DOMINGUEZ
28 / CHARLIE SNOW
29 / LEONARD BROWN
30 / CHARLES RUARK
31 / SID FARMER
32 / FARCH ANDERSON
33 / SAM ROBINSON
34 / CHUCK CALDWELL
35 / ALEX ASHY
36 / GLENN ABEL

OUT BACK:
JIM AUTIN
JEFF AYCOCK
DAVE BELLAMY
MIKE COLLINS
TOM GREY
MAC HYMAN
DAY JIMENEZ
DENNIS KASIMIAN
MILES KEHOE
RAY KINNEY
BILL KLEIN
JOHN KRUPSKY
WAYNE LOLAN
JERRY MCGLOTHLEN
KENNY MCNEIL
FRED MONTERUBIO
JAY SHALETT
BOB WHITEMAN

Beta Theta Pi



1 / WOODIE
2 / RICHARD ATWOOD
3 / DAVID FLOWERE
4 / CHUCK BRENT
5 / MILES PRATT
6 / MORGAN JONES
7 / GEORGE LARSEN
8 / CHARLES HARRISON
9 / HARRY QUARLLS
10 / BOB MCKINNON
11 / MARK BADGER
12 / DAVID SYMS
13 / JIM WILBERT
14 / YAT COLOMB
15 / JOHN MCCUTCHEN
16 / NICK POWELL
17 / JOHN DOWELL
18 / BOB MYERS
19 / RICK RICHDUX
20 / THOM FRANKLIN
21 / JIM REES
22 / JIM GOODLAD
23 / DOC MEHURIN
24 / CY BOWERS

ABSENT:
RICK DRUMMOND
NED HEMARD
CHUCK MCGEE
LOUIS GURVICH
SPARKIE
STEVE VONBEVRON
RICHARD WEINBERG
WOOGLIN



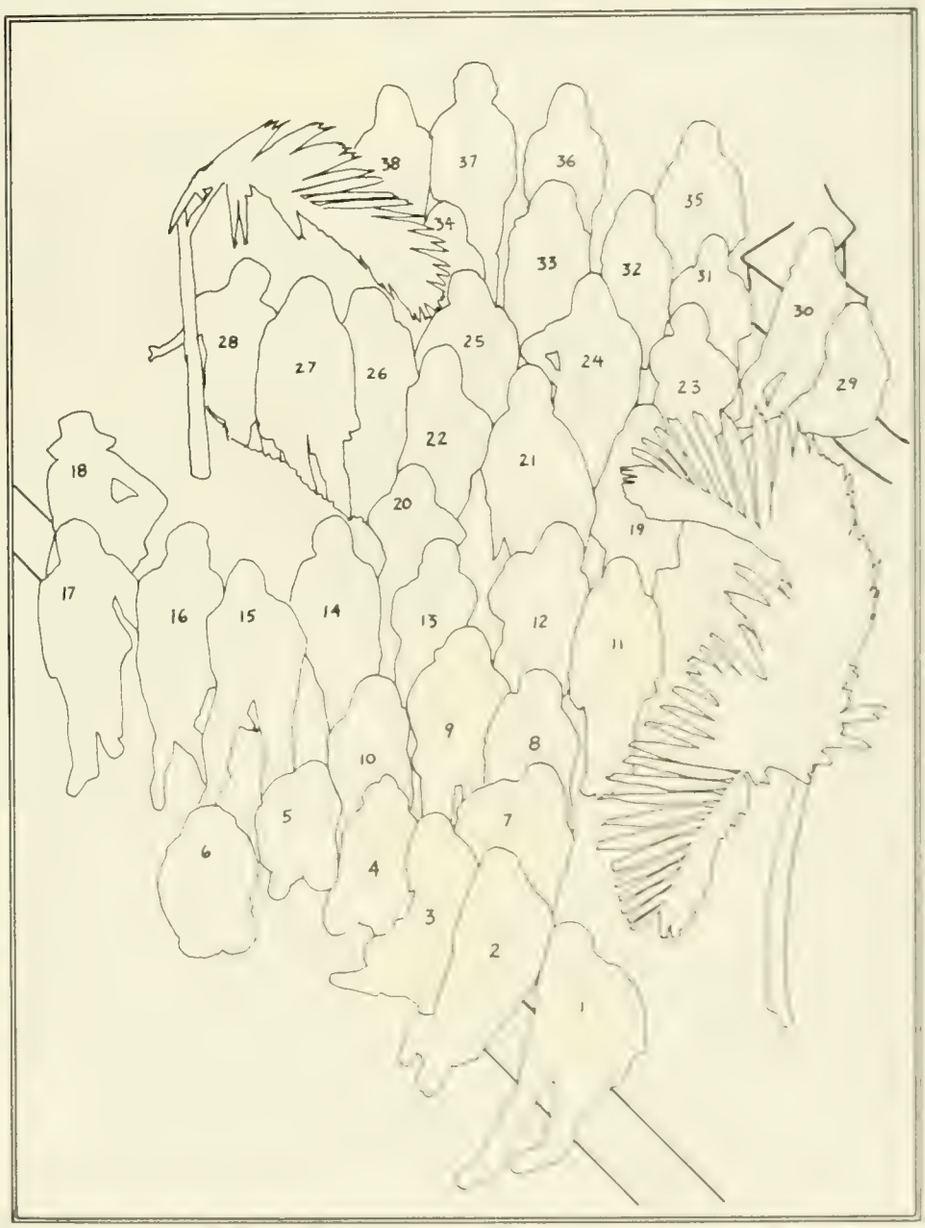


1 / DALE DANE
2 / CANDY ROSS
3 / GWEN GARNER
4 / NANCY HALL
5 / SUSAN DORSEY
6 / JANIE AFFOLTER
7 / GEORGE ANN HAYNE
8 / DEIDRE WHITE
9 / KAREN RUSSI
10 / TRICIA HOPKINS
11 / KIT LOZES
12 / SUZANNE LE BLANC
13 / NEIL ANN ARMSTRONG
14 / CAROLYN NELSON
15 / HOLLY EARL
16 / ANN BOUDREAUX
17 / LESLIE ALBERTINE
18 / MARGIE BOOKER
19 / BETH WEBER
20 / SHARON CARRIGAN
21/ SALLY SIMPSON
22 / ANDREA RICARDS
23 / DANIELLE DUTREY
24 / KATHY PLAUCHE
25 / BETTY MILES
26 / BECCA ODOM
27 / MARY CARRIGAN
28 / CATHERINE HAGAMAN
29 / SALLIE SCANLAN
30 / LAN DE GENERES
31 / DONNA DICKSON
32 / BECKY RAY
33 / PATTY ADKINS
34 / MIMSEY FITZPATRICK
35 / MARTHA DOVER
36 / O. B. O'BRIEN
37 / B. B.'S BOYFRIEND
38 / MIMI METHVIN

MISSING IN ACTION:

GAIL ADAMS
MARIDEL ALLEN
LOGAN BYRNE
CRAIG CHRISTENSEN
MOLLY DANIEL
MIMI DOSSETT
PAGE ELMORE
NOEL ENGOMEN
INDIA FLEMING
KATHY FREY
BARBARA HALL
JANET HEATHERWICK
LINDA HIGGINS
MEB JACKSON
SUSAN KAHLMUS
KATHY KNOPH
KATY KOSTKA
LUCY LANE
SALLY LINES
TIBBY PENN
GAIL PERRY
BOBBI PETERSEN
MARY BETH PLAUCHE
KATHY POSEY
JACZUE RAMEY
KATHY ROSS
PEGE STERNBERGER
MISSY TENCH
CHRIS TRAXLER
MARY MARGARET TRAXLER
CARRIE VINCENT
VANNA WARMACK
CANDY WEGENHOFT
DIANE WINGO
BARRY WINN
SYLVIA YOUNG

Chi Omega




ΔKE

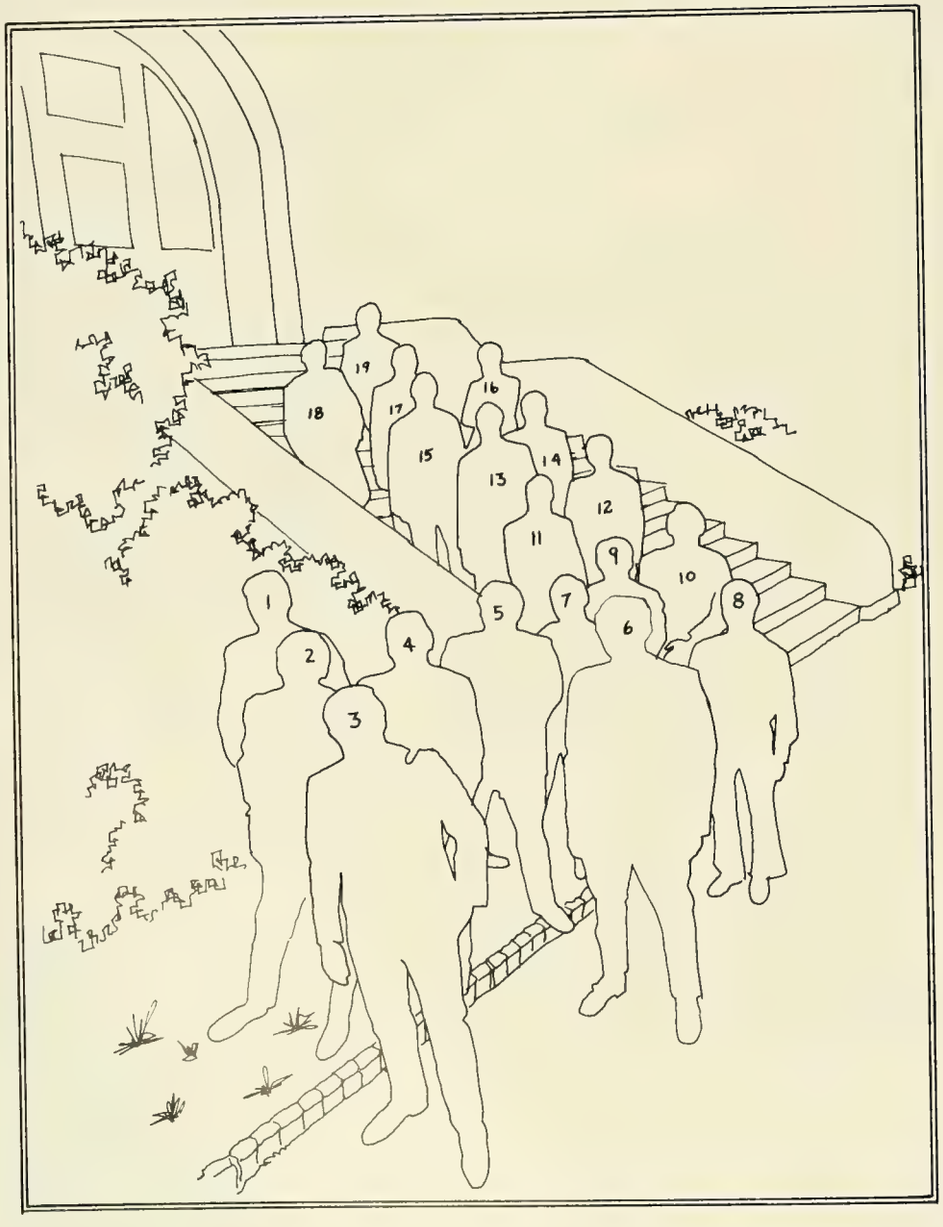
Delta Kappa Epsilon



1 / STEVE GILMER
2 / CHARLIE MONTGOMERY
3 / ROBBIE FAUST
4 / BILLY GRACE
5 / DAVID L'HOSTE
6 / ALAN SEWART
7 / HARDY RICHARDSON
8 / JOHN KANE
9 / WILLIE WHITE
10 / ANN
11 / SPARKY WELLES
12 / DAVID FAUST
13 / GORDON GSELL
14 / JOHN DANE
15 / ROBIN PUNCHES
16 / RITA
17 / BOB VORHOFF
18 / DORA
19 / ANDY EDWARDS
20 / GEORGE RIVIERE
21 / INDIA
22 / BILLY WYNN
23 / STEVE FORRESTER
24 / JOHN CROSBY
25 / BILL BRUNDIGE
26 / OSCAR GWIN
27 / DAVID WILLIAMS
28 / CHARLIE MACKIE
29 / RICHARD HAEUSER
30 / PETER ASMUTH
31 / COP PEREZ
32 / CALVIN JONES
33 / SONNY SHIELDS
34 / CHARLIE MILLER

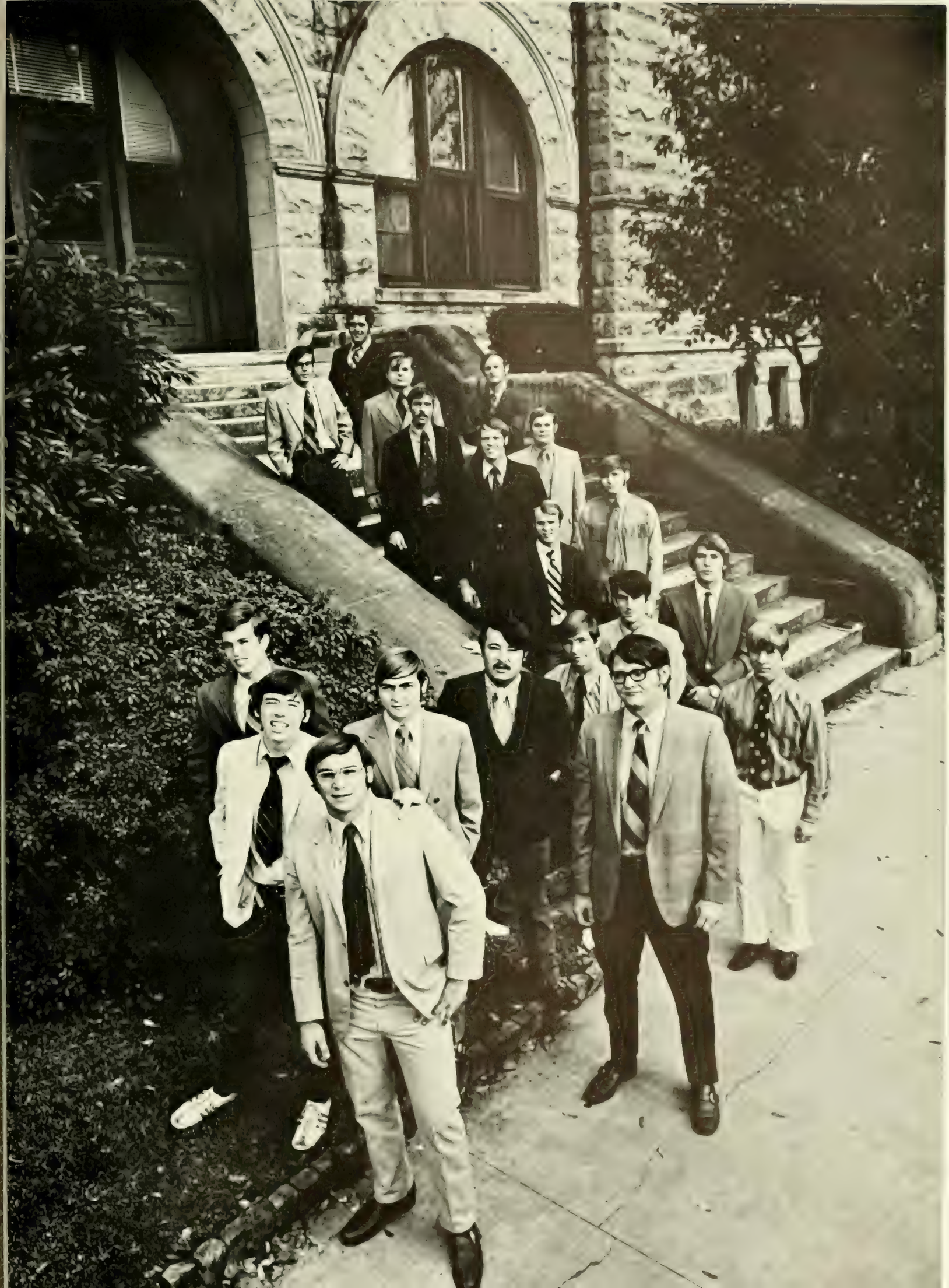
ON LEAVE:
CARL ANDRY
DINKY AUTENREITH
TEDDY BARKERDING
STAN DENEGRE
JACK DENIS
DAVID DEGRUY
JO JOACHIM
SANDY LOWE
HANK LONG
BARRY MABRY
BILL MALLOY
FERNANDO SANCHEZ
CURT SEIFART
RIC THISTLE-THWAITE

Delta Tau Delta



1 / JOHN BAEHR
2 / JOHN MAHONEY
3 / DON SHARP
4/ BOB LEE
5 / DAVID WALKER
6 / PETE EMIGH
7 / BRUCE DANNER
8 / STEVE DANNER
9 / DANNY MCDANIELS
10 / BILL PETERSON
11 / BUDDY FRASER
12 / JIM BARNTHOUSE
13 / DON FREEMAN
14 / DOUG MILLER
15 / PETE KWIATKOWSKI
16 / RICK CALCOTE
17 / GORDON STONE
18 / BILL FONES
19 / RON NEWTON

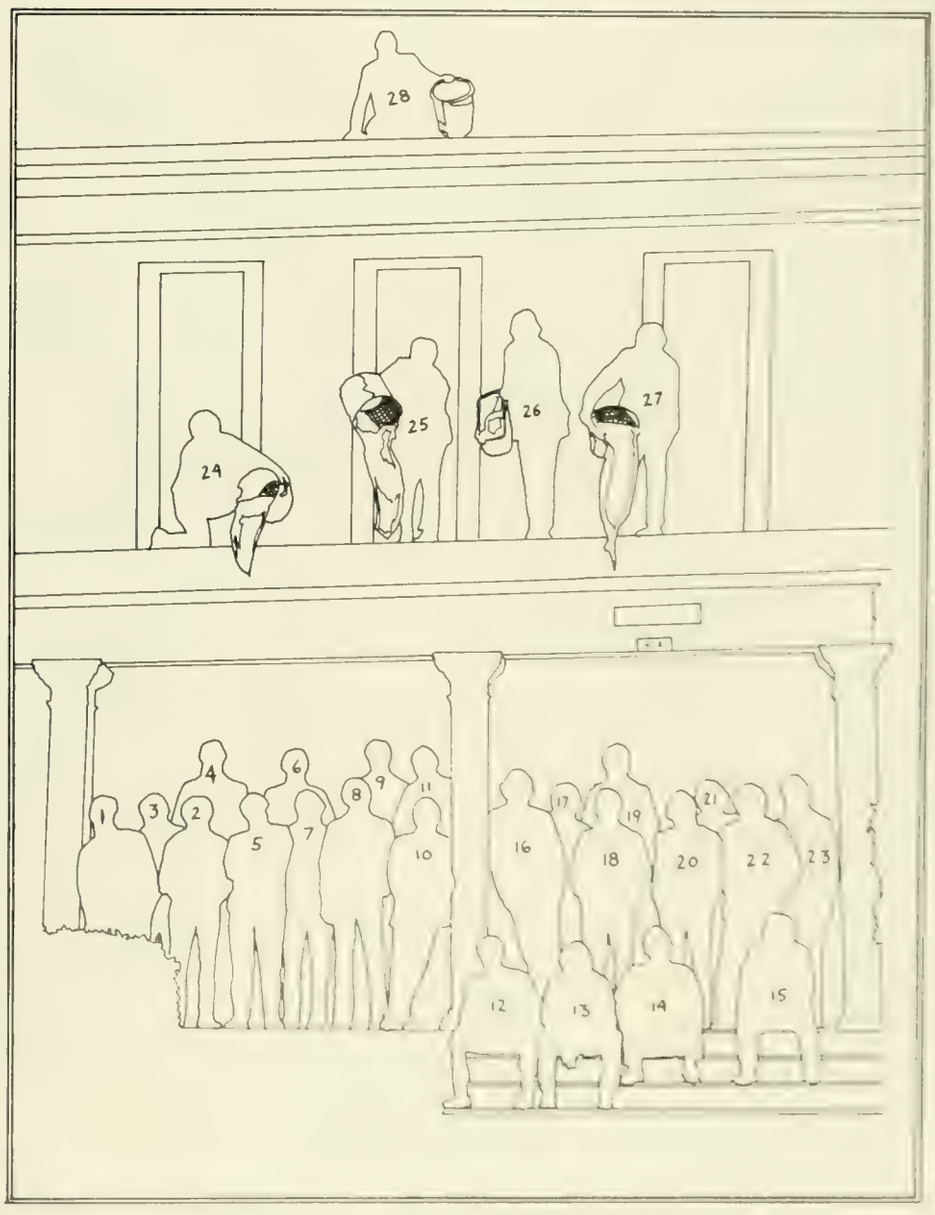
A.W.O.L.:
HANK BARTON
DAVE BATT
JOE BOAZ
MILLARD BOSWORTH
PAUL CROW
DAVID DOLKART
KIM FROSELL
TOM HAYDEN
BOB IRVINE
LEE MOWE
LLOYD MUTTER
EDDIE PRATT
TOM VAN BUSKIRK
DAVID WELLEN
SONNY WHEELAHAN



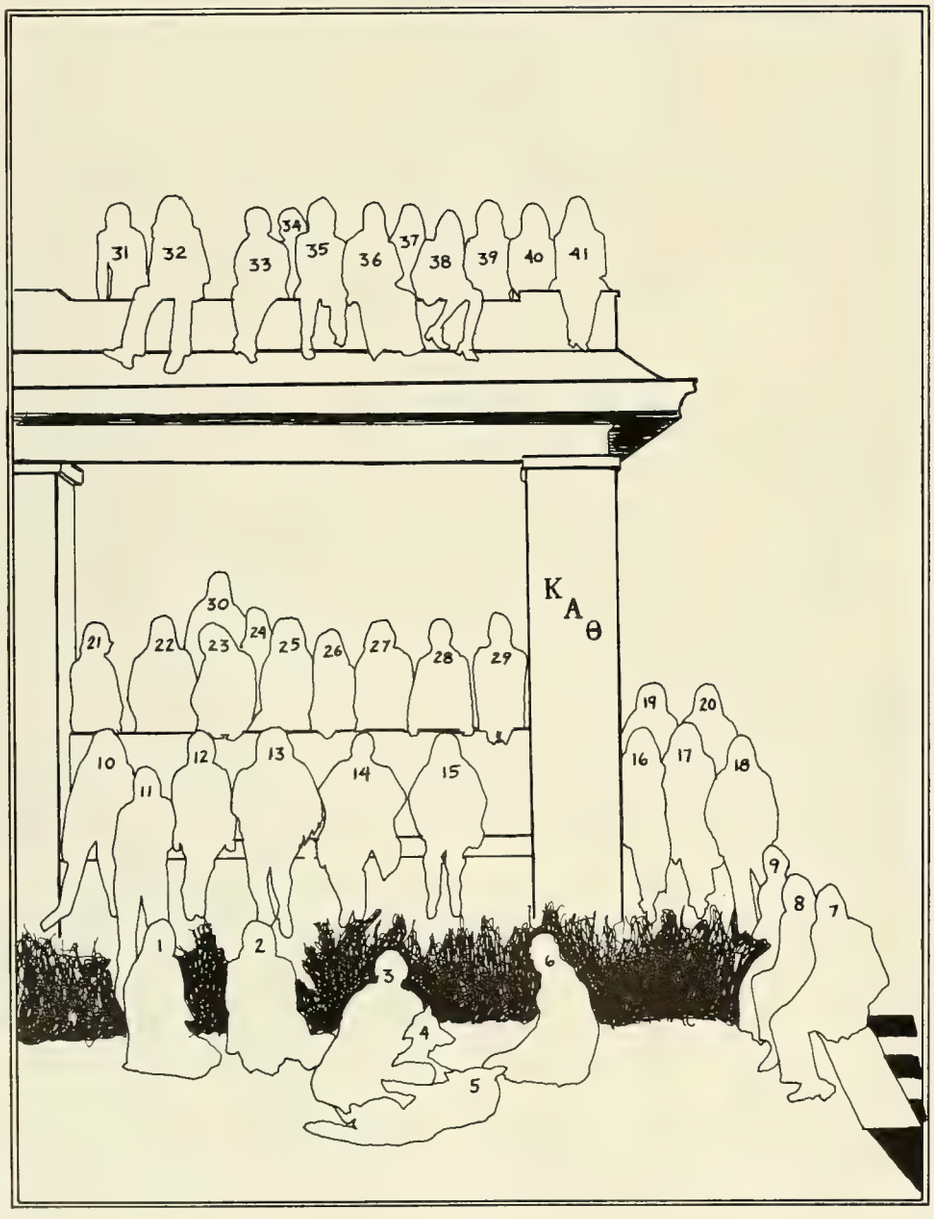


1 / CHRIS R. SHERIDAN
2 / CHUCK WICKSTROM
3 / ROCKY ROCKSTROH
4 / JIM LANE
5 / LITTLE WILLIE
6 / CHRIS WHITTY
7 / JACK DAMPF
8 / WESLEY DOBBS
9 / OMER DAVIS
10 / JIM FULLER
11 / HOOPER NICHOLS
12 / JOHN PAUL FLEMING
13 / RICHARD FOSTER
14 / SEWELL ELLIOTT
15 / TATHAM HERTZBERG
16 / CRIS BENTON
17 / JOE SCHWARTZEL
18 / VIRGIL FOX
19 / BERRY THOMPSON
20 / JIMMY SHEATS
21 / MARSHALL ORDERMANN
22 / MEADE GRIGG
23 / CLARK CROMWELL
24 / RANDY SMITH
25 / JOE HENDRIX
26 / SCOTTY MILHAS
27 / BILL WEBSTER
28 / RUSS NOLAN

TRUANT:
BOB BIRTEL
BUDDY BLUE
TOM CROSBY
JOHN DAVIS
TOM FABACHER
PANCHO FLEMING
WARD HOWARD
BRET LEBRETON
RANDY LEWIS
KING LOGAN
DIXSON MONTAGUE
EDDIE ORDERMANN
DICKIE POLCHON
BEN SLATER
CHRIS STEG
RICK TAMPLIN
ROLY VON KURNATOWSKI
BILL WRIGAT



Kappa Alpha Theta



1 / EMMY BARNES
2 / HEATHER WIGGINS
3 / MARILYN MILLWEE
4 / FANNY
5 / CHRIS
6 / JANE ZIMMERMAN
7 / JANIE PARTIN
8 / ANNE MULLER
9 / JENNIFER JAMES
10 / KAREN HEAUSLER
11 / MARGO STOWERS
12 / MARTHA CAMPBELL
13 / CATHY SMALL
14 / BARB DICKSON
15 / ANNE PACKER
16 / MARTHA AZAR
17 / LYNNE TORBERT
18 / BONNIE BRYAN
19 / NANCY CASSADY
20 / CATHY CLARK
21 / PEGGY DILLON
22 / SUSIE FRÈRE
23 / BETH EXUM
24 / CRICKETT MOORE
25 / SUE SIMONTON
26 / SUELLEN NIXON
27 / BLISS PACKER
28 / PATTY HOUSER
29 / BETTY DILLON
30 / OZ HANSEN
31 / PAT BOYLSTON
32 / SALLY NETTLETON
33 / ALICIA LEONARD
34 / PEGGY BARNES
35 / BETH SMITH
36 / TREVI PEARSON
37 / LIZ WETZEL
38 / MARY SCHOENBERGER
39 / LEILA PERRIN

MISSING:
PEGGY ABRAHAM
CLAUDETTE CAMPBELL
JANE CHAPMAN
MARY MARGARET COURT
DERRY HILL
MARTHA JORDY
ANN KAPLAN
KAREN LAUTZ
LORY LOCKWOOD
JOANNA LOMBARD
CAROL PIPER
DONNA SHERLOCK
KATIE SMITH
GLESE VERLANDER
LAURELLE VERLANDER
MELINDA WEST
MINTA ZULKY

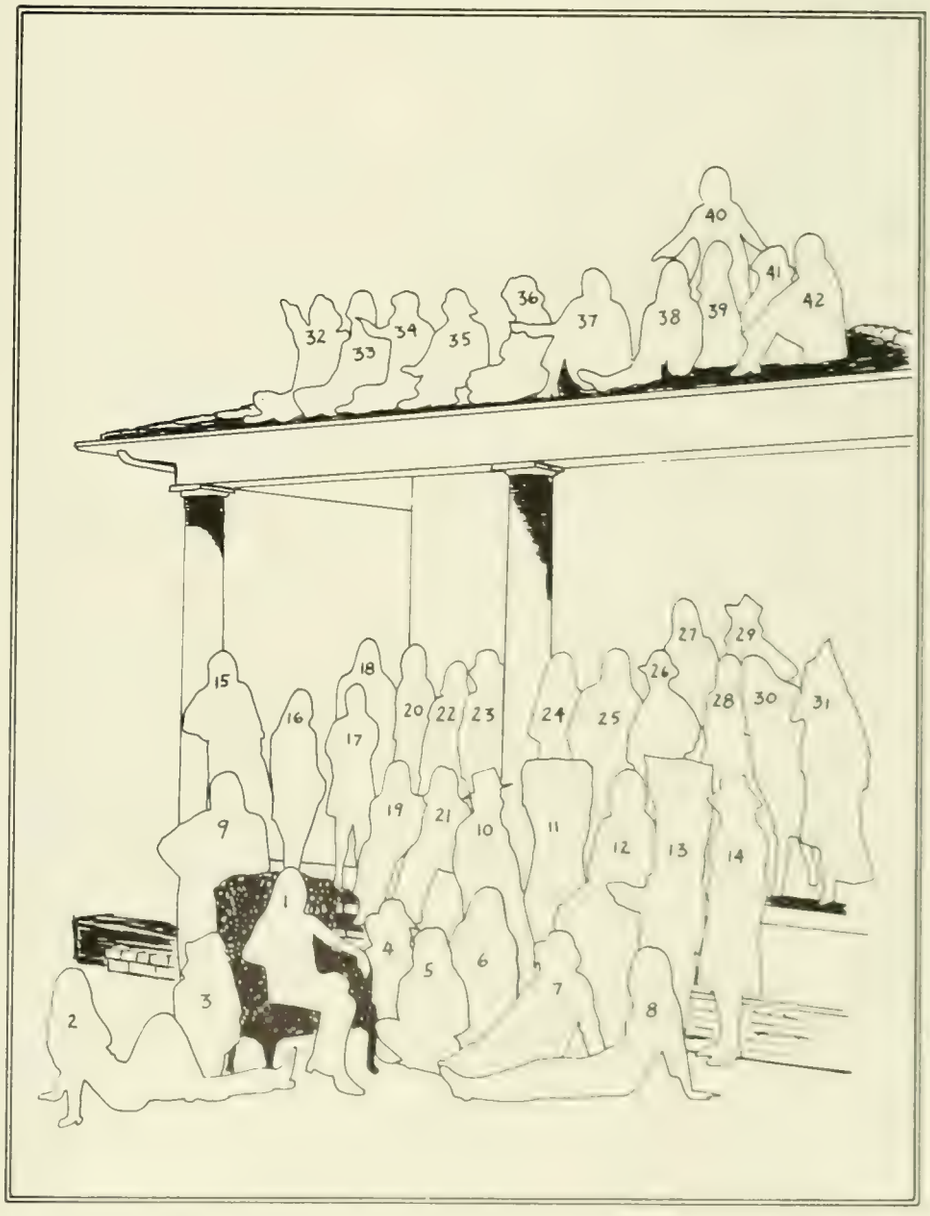

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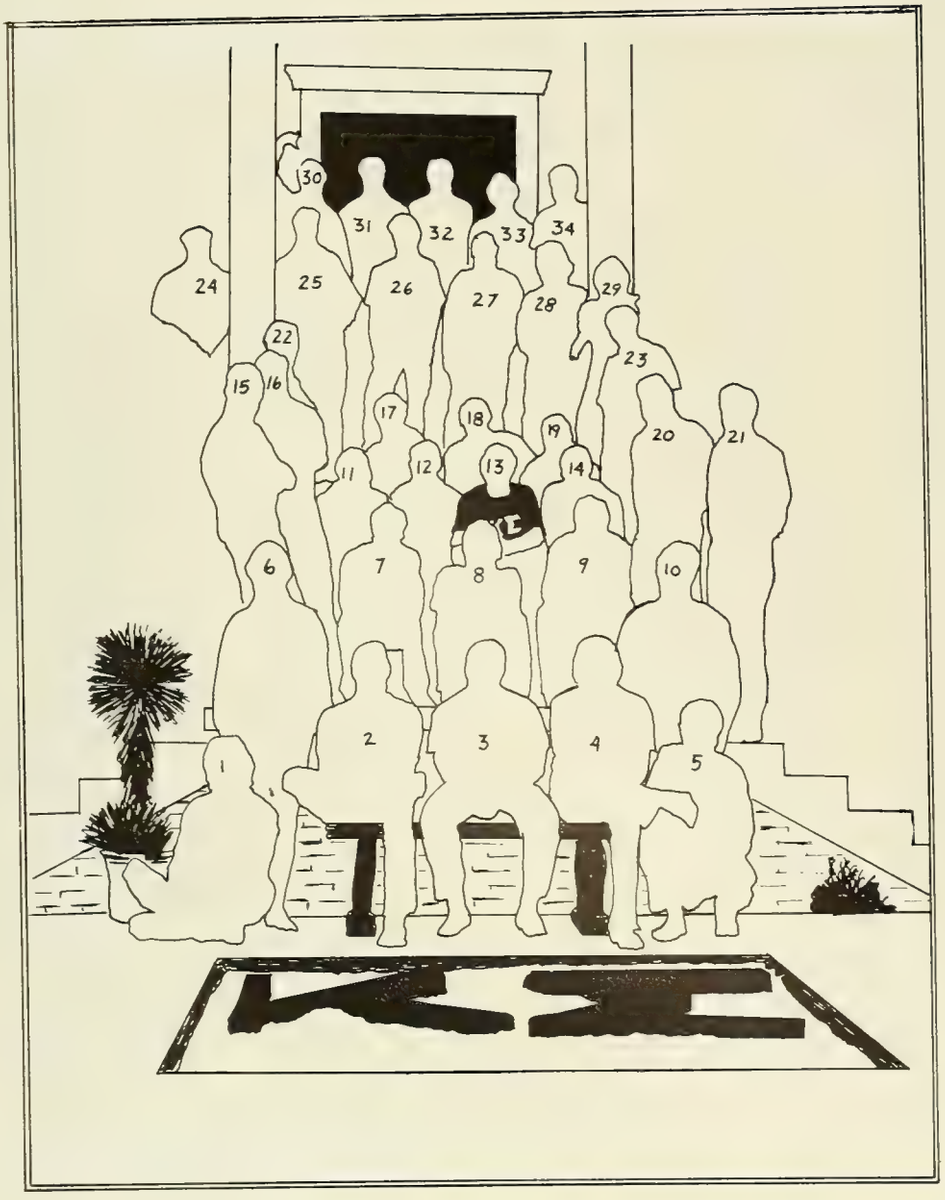
1 / BETH CHILDRESS
2 / JANICE KILLEBREW
3 / SCOTTY SPAAR
4 / KARIN SWENSON
5 / CATHY DALTON
6 / ANN LEWIS
7 / JULIA WEBB
8 / MARTHA SCHULL
9 / JENNY JACKSON
10 / BEV ANDERSON
11 / TERRY TERRILL
12 / KATHY ELLIOT
13 / LUCY VAN METER
14 / PAM PARKER
15 / PAULA PERRONE
16 / CINDY WEGMANN
17 / REGAN ALFORD
18 / MARY UMLAND
19 / SUZANNE HAYDEN
20 / MARY MARTHA CURD
21 / SHIRLEY PRATT
22 / SUSAN BRADLEY
23 / MARTHA SANDERS
24 / ROSIE MCCABE
25 / DEBBIE HEABERLIN
26 / PATSY MATHIEU
27 / PEACHY CLARK
28 / BOBBIE LAWRENCE
29 / BARBARA GOTT
30 / KREIS BAILEY
31 / JANET WALLER
32 / LU ANTHONY
33 / DIANA FOX
34 / SIDNEY GOODRICH
35 / BOBBIE PROVOSTY
36 / MARCIA PROSSER
37 / LAURA WHITNEY
38 / BRIDGET BRADLEY
39 / ALICE HOLLER
40 / CHRIS HEABERLIN
41 / MARY LOIS SCOFIELD
42 / JOANIE CLONINGER

CLOSET CASES:
JOAN ARBOUR
KATIE BENTON
CHARLOTTE BEYER
SUSAN BROWN
BETSY CAMPBELL
TRICIA CARLOCK
COURTNEY CURTIS
JEANNIE DOWLING
KATHY HALBOWER
ELLEN HANCKEL
JUDY HOWARD
SALLY HOWELL
LYNNE JOHNSTON
LANA KILLGORE
SARAH LATHAM
GAY LEBRETON
LIBBY MAHORNER
PEGGY MANNING
ALICE MARQUEZ
MUFFIN MAYER
BARRY MCGAHEY
MARCIA MORTENSON
PATTY NEALON
DONNA PIERCE
SHELLY SCOTT
JANIE STONE
GIN TAYLOR
SUSAN TUCKER
DEBBIE WILLIAMS
BETSY WHITTEY

Kappa Kappa Gamma



Kappa Sigma



1 / JACK NAFTEL
2 / STEVE NEWMAN
3 / STEVE KORBECKI
4 / JOHN ERNST
5 / RON BERNEL
6 / BOB COHEN
7 / JOHN HANKINS
8 / MERRILL BROWN
9 / BOB MCBRIDE
10 / JOHN NEUHOFF
11 / GERRY GATO
12 / ROBERT OLIVIER
13 / STEVE VOSS
14 / CHRIS HALL
15 / STRETCH LEWIS
16 / SKIP FALGOUT
17 / ANGELO MATTALINA
18 / STEVE SALMON
19 / BOB NIEMERA
20 / JACK LABORDE
21 / BAIRD ARCHBALD
22 / MIKE CALDWELL
23 / JERRY SKINNER
24 / PETE OLIVIER
25 / JIM WITHERSPOON
26 / RICHARD GRIFFIN
27 / STEVE SHULTZ
28 / FRED MARTIN
29 / BRUCE GRIMES
30 / CHRIS THOMPSON
31 / CHIP DEWITT
32 / DAN KIESLING
33 / PEPE SAAVADERA
34 / JOEY FAVALORO

LOST:
JOE BULLARD
STU CLARK
PAT DIAL
TERRY EDWARDS
ROBERT FLEMING
JOE GENDRON
SCOTT HEAPE
SCOTT KAUFMAN
DAVID KNOX
STEVE MARCELLO
NICK MUSSO
JOHN MUTZIGER
DOUG ROBINSON
JIM THOMPSON
KEVIN WALSH


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Budweiser
KING OF BEERS
ON TAP
JED'S UNIVERSITY INN
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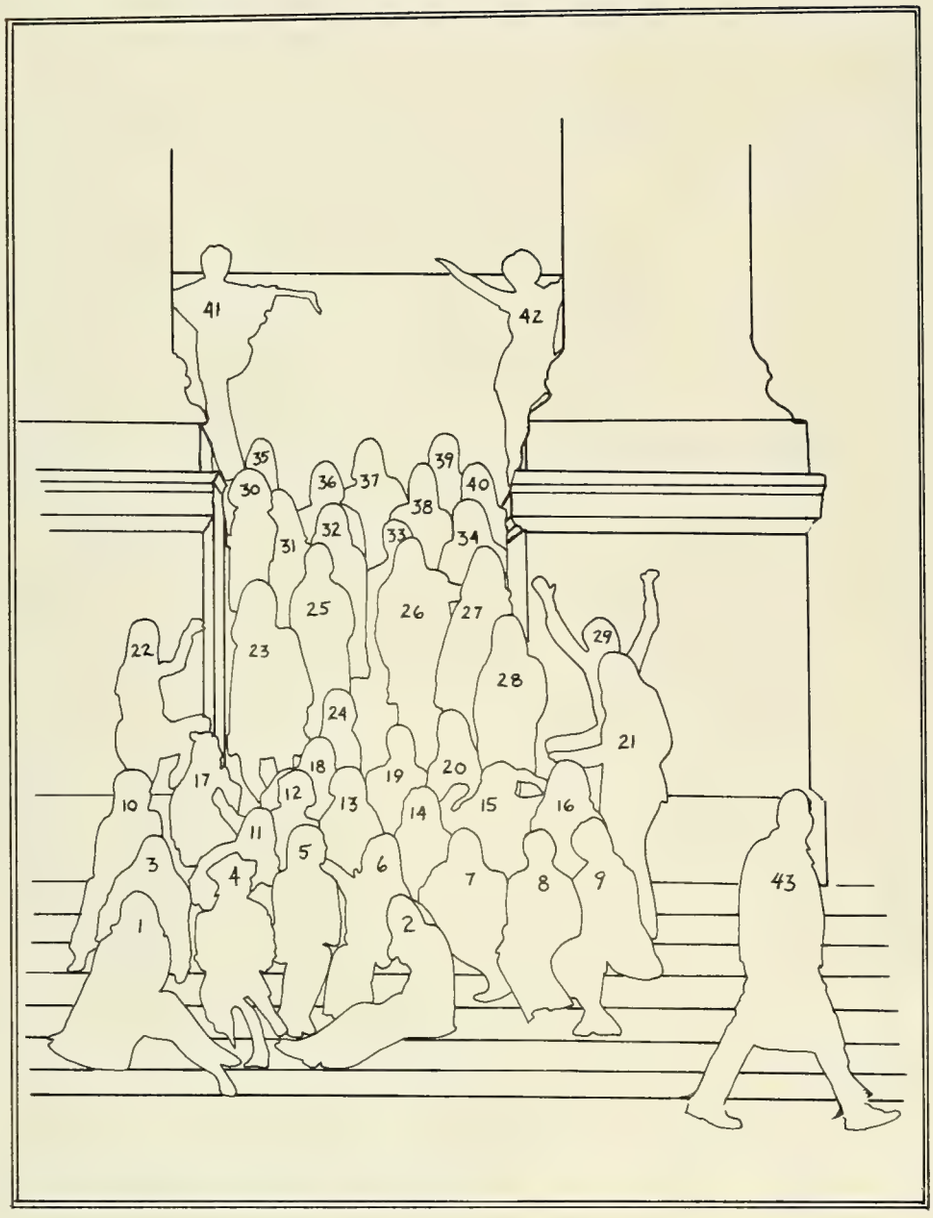
Phi Kappa Sigma

1 / ED FEUILLE
2 / GLENN HELTON
3 / RAY MOON
4 / CLIFF CAMP
5 / PETE GRIFFIS
6 / BILL PRATT
7 / TOM KENNA
8 / SANDY WRAY
9 / JERRY KEEL
10 / HERB VALLON
11 / LEE ROGERS
12 / CHUCK MCKIRRIHAN
13 / JOHN BRADLEY
14 / ALAN LAX
15 / JOHN MCCARRON
16 / TOM POUNDS
17 / JEREMY DELONG
18 / LEO VARLANDER
19 / BOB WIGGINS
20 / DUCKY RIESS
21 / JOHN KIRCHNER
22 / CLARK DURANT
23 / DAVID WADE
24 / RANDY PICK
25 / KIM PODKULSKI
26 / STEVE FALLER
27 / DICKIE FEUILLE
28 / DAVID FABRE
29 / PAN ARVITES
30 / ALEX CUNNINGHAM
31 / ROB OKLESIAN
32 / DEAN SWITZER
33 / CURT JURGENS
34 / MARK HOLT
35 / JOHN BEATTY
36 / LEE BRUNER
37 / CHRIS HEINRICHS
38 / MARK LASSITER

LACKING:
JACK BONNER
BEN BROWN
CARL FOSTER
BILL GORDON
JIM MCCREADY
REGGIE MORE
ARTIE RASKIN



Phi Mu



1 / JANE PEELER
2 / DEBBIE HERRING
3 / PHYLL NUGENT
4 / DENISE CASSENS
5 / MARY MEREDITH
6 / MILLIE PILIE
7 / LILI HOWARD
8 / WENDY KORNEGAY
9 / KAREN MEADOR
10 / ANN RUDOLPH
11 / SUSAN NILES
12 / ANN CARTER VADEN
13 / LYNNE MARTIN
14 / JUSTINE TALLY
15 / CAMILLE ROGERS
16 / CURRIE OVERBY
17 / IBBY PARKS
18 / JAN SHANHOUSE
19 / SUZANNE BARRERE
20 / LYNN LEHNHARDT
21 / GINNY KIMZEY
22 / LISETTE HAYS
23 / BETSY MARSAL
24 / SUSAN ROZANSKI
25 / GAY SIMMONS
26 / KELLY JACKSON
27 / IONE WHITLOCK
28 / LYNNE SCHWOTZER
29 / NANCY KERN
30 / TAMARA VANNOY
31 / NOREL TULLIER
32 / BONNIE MOULTON
33 / MAUREEN WALSH
34 / DOROTHY KEENAN
35 / GAIL BAROUDI
36 / ANNA WADE
37 / BECKY REY
38 / LYNN LANDRUM
39 / MARIANNE LIPSCOMBE
40 / KATHY TOMBERLIN
41 / EMILY STEVENS
42 / CATHY TERRY
43 / BEAU BOOZER

NOT PRESENT:
MICHELE ASMUTH
HELEN BAILEY
Z. BOURGEOIS
SUSAN COOKE
GWEN DAVIDSON
JANE DOVITH (JYA)
BARBARA ENSENAT
NANCY ESCHETTE
GENI MERRITT
ANN METRAILER
STEPHANIE RAGLAND
SARAH RICHTER
ROMA SIMMONS
KATHY SLOCOMBE (JYA)
LINDA STINNET
PATTY WATSON (JYA)
ALICE WILBERT
NANCY WILLIAMSON
LINDA WOODSON

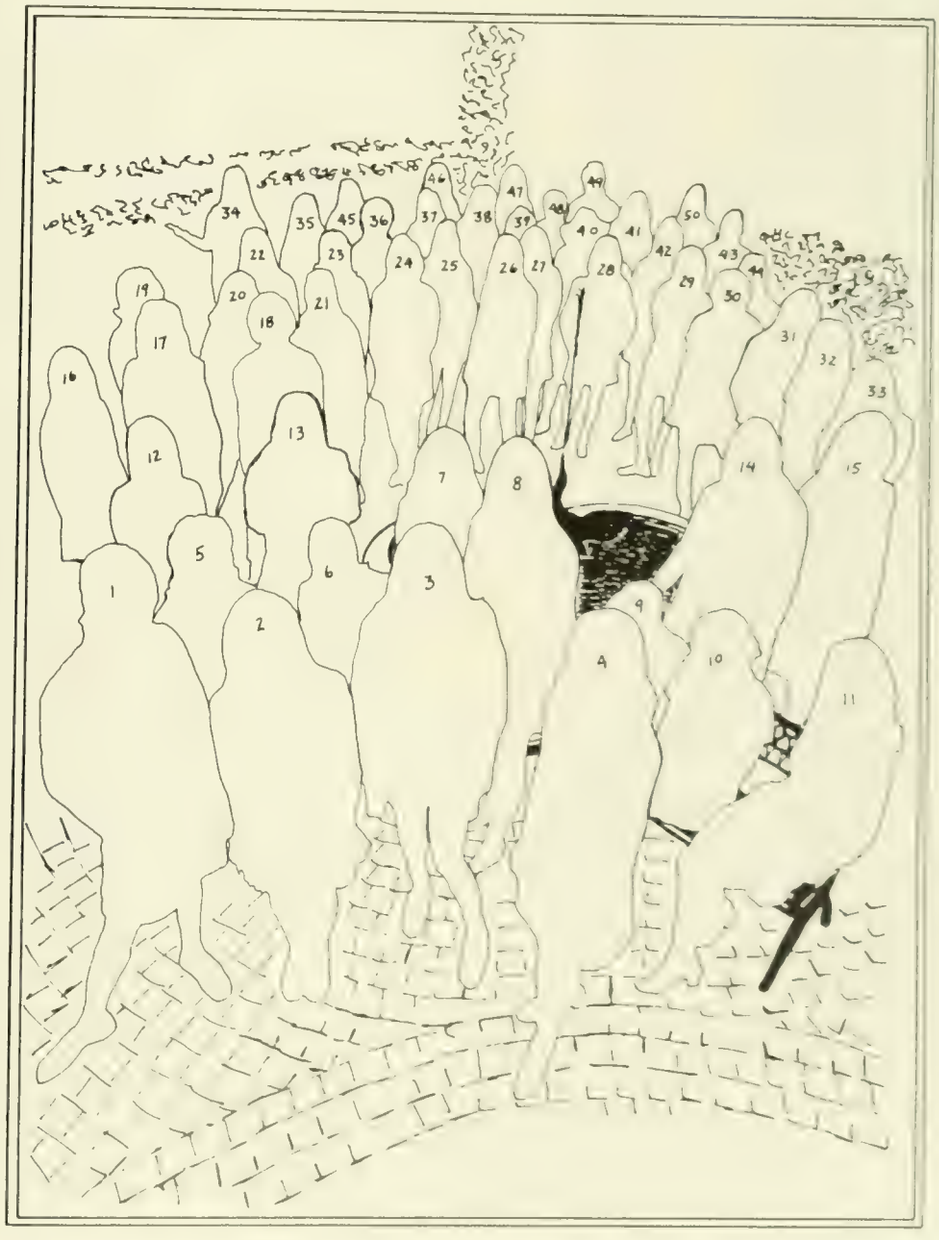




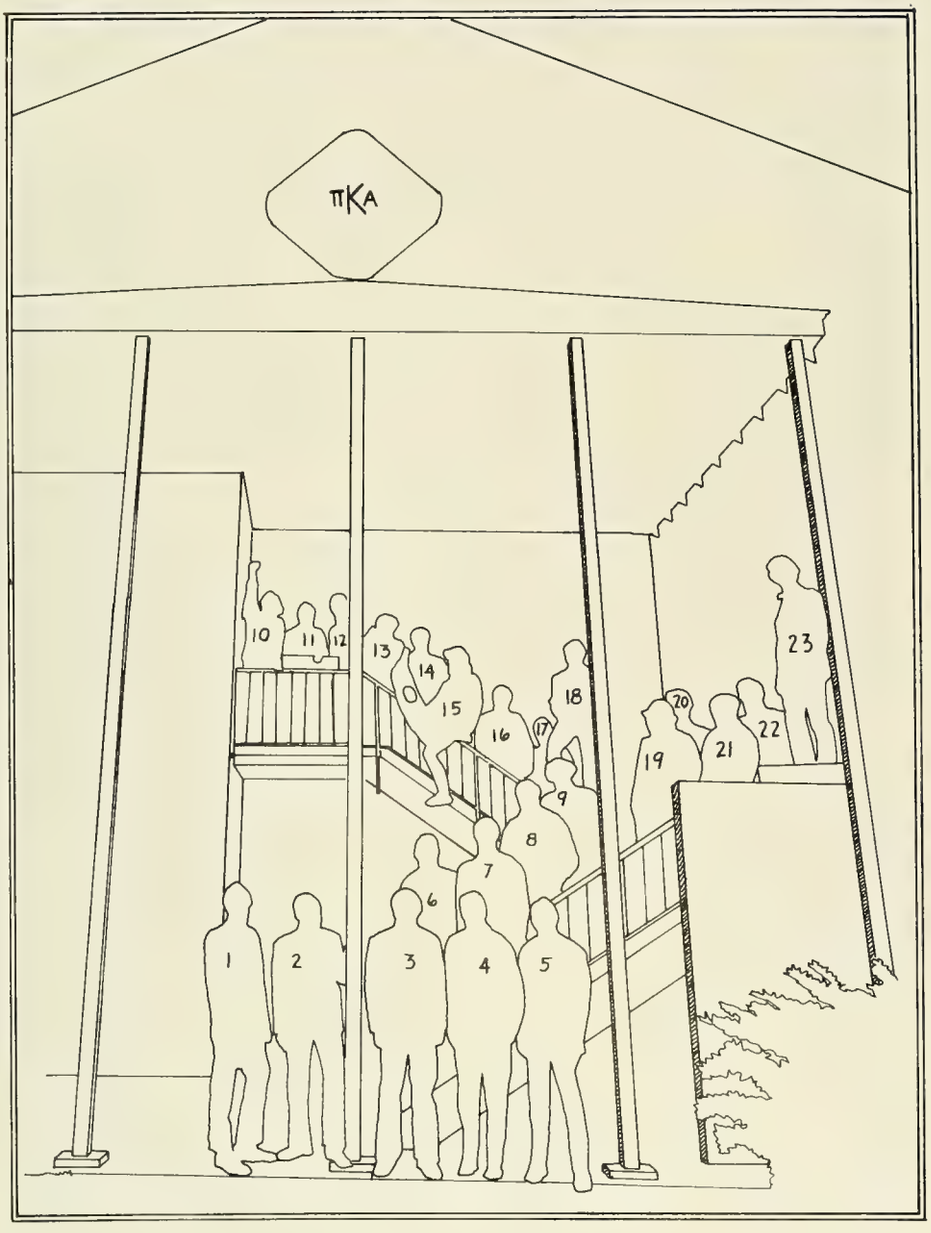
1 / CATHY NELSON
2 / ANNE TALBOT
3 / LISA BENNETT
4 / MARY ANN DAY
5 / SUGAR COKINOS
6 / MARCIA BENNETT
7 / ELLEN CARTER
8 / KAREN CONLEY
9 / KATHY TEMPLETON
10 / KATHY FERGUSON
11 / MARY MCKINNEY
12 / JEANIE EAGAN
13 / BECKY WHITTEN
14 / IRENE BRIEDE
15 / CARMEN CRAMER
16 / KIM HARRIS
17 / MARY HELEN POWELL
18 / BETH LEWIS
19 / MARY MARTIN
20 / TRICIA RAMSEY
21 / BOBBIE MAXWELL
22 / TRUDY CROW
23 / DEBBY GADDY
24 / BETH GADDY
25 / TONI OWEN
26 / JAN SHIPMAN
27 / DEBIE LONG
28 / ERAN PICKENS
29 / JOAN MCMULLEN
30 / JOAN POWELL
31 / LOU ANNA COOTS
32 / SALLY JOHNSON
33 / MARY ELLEN WALLACE
34 / SUZY FIFE
35 / SUSALEE NORRIS
36 / RANDI ECHOLS
37 / MARY PLAUCHE
38 / SHARON DALOVISIO
38 / TRICIA SAMMONS
40 / ANNE STRACHAN
41 / BARBARA BARNARD
42 / KATHY JOHNSON
43 / ANNIE SANCHEZ
44 / DIANE SANDERSON
45 / MARY RICKARD
46 / PAM MONAST
47 / DANA ROBINSON
48 / GAIL PRATT
49 / ISABEL JUNCO
50 / ELEONORE LEAVITT

UNDISCERNIBLE:
STEPHANIE ARTHUR
NANCY BACKUS
BEVERLY BENNETT
TERRY BOSWELL
SUSIE BROWN
COURTNEY BURGE
JANET BURNEY
NATALIA COKINOS
LAURA DEL PAPA
DEBBIE DUTTON
DONNA DYKES
MUFFET FONTE
FONCIE FOWLKES
SANDY GARRARD
VIRGINIA HARRIS
ANNE HIGGINS
NANCY LANDRY
MIMI O'CONNOR
MARIA PARADELLO
DELIA PERRY
CATHY ROSE
LAURIE SALE
HELEN SNEED
MISSY WEBER
LINDA WILKINSON
LIZ WILLIAMS

Pi Beta Phi



Pi Kappa Alpha



1 / GENE TOMLIN
2 / SKIP BEASLEY
3 / TRICKY DICK SANDERSON
4 / DAVE DAUME
5 / RANDY GONZALES
6 / STEVE SHANKS
7 / MIKE CHRISTIANSEN
8 / GEORGE MARKS
9 / INNOCENT BYSTANDER
10 / JOHN GARISON
11 / FRITZ KNARR
12 / BOB BLEDSOE
13 / HECTOR DEL CASTILLO
14 / ED ROBERSON
15 / LENNY CAROTA
16 / STEVE CURTIS
17 / STEVE SPOMER
18 / PETE SPANN
19 / JOHN HARLAN
20 / ANDY ANDREWS
21 / JOHN AGNONE
22 / AL CHILDS
23 / BOB BIGHAM

INDISCERNIBLE:
STEVE AKIN
GARY BANKS
VIC BARBIERRI
JOHNNY LEE BURNS
BILL BUSH
BILL DAUME
HAROLD GONZALES
CHAMP HOLLAND
JIMMY DALE KOONTZ
PAUL MALLON
JIM MCNEAL
VIC MISTRETTA
BILL MIZE
GENE PIQUE
STEVE ROMIG
CAM TALLY
SANDY WEBB
RICK WORRAL
KEVIN WRIGHT

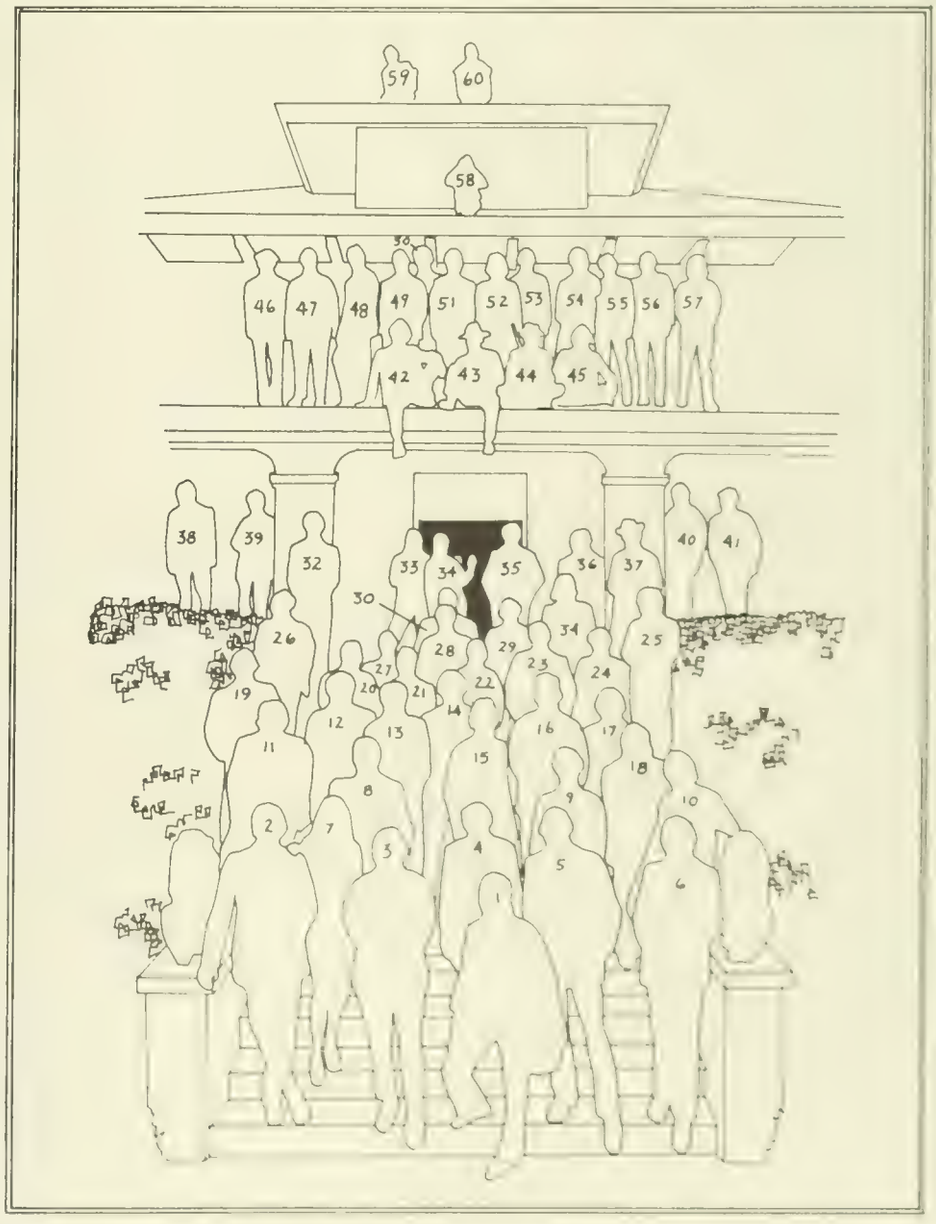

BROADWAY
ZIMPEL


SIGMA
ALPHA

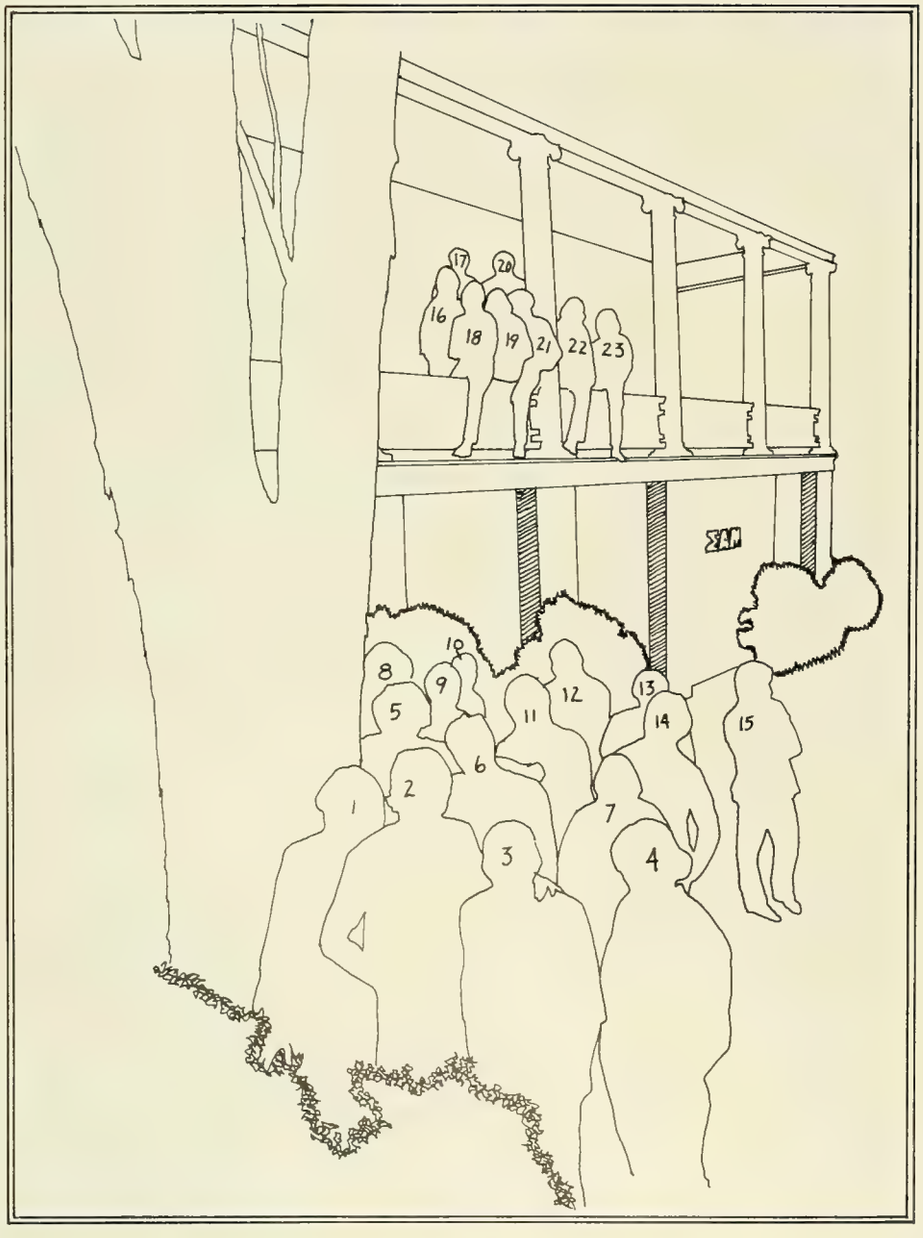
1 / MRS. EMILE BERTUCCI
2 / THOM GONZALEZ
3 / HAL DECELL
4 / BILLY WESSLER
5 / TIM FARMER
6 / SAM BANKS
7 / LISA
8 / GEORGE NELSON
9 / BOB BROWN
10 / ALEX WOOLDRIDGE
11 / ERNEST MARTIN
12 / MARTY DRAMUS
13 / LARRY JACOBS
14 / ART SMITH
15 / MIKE FLORIE
16 / JACK SPOTTSWOOD
17 / STUART SMITH
18 / BOB JOHNSON
19 / BOB BARBOUR
20 / JOE BRUCE
21 / LEA CRUMP
22 / TOM SMITH
23 / BILL MCGREGOR
24 / JERRY HILL
25 / BILL ANDERSON
26 / STEVE MUNRO
27 / BILL HINCHY
28 / CREW CLEVELAND
29 / RICK RATHBUN
30 / GEORGE BAKER
31 / PAXTON SMITH
32 / MIKE BERTUCCI
33 / ERIC SWANSKN
34 / FRAN NEWBERGER
35 / HUGH MEAGHER
36 / BILL BAILEY
37 / RON BERTUCCI
38 / STEVE PEDEN
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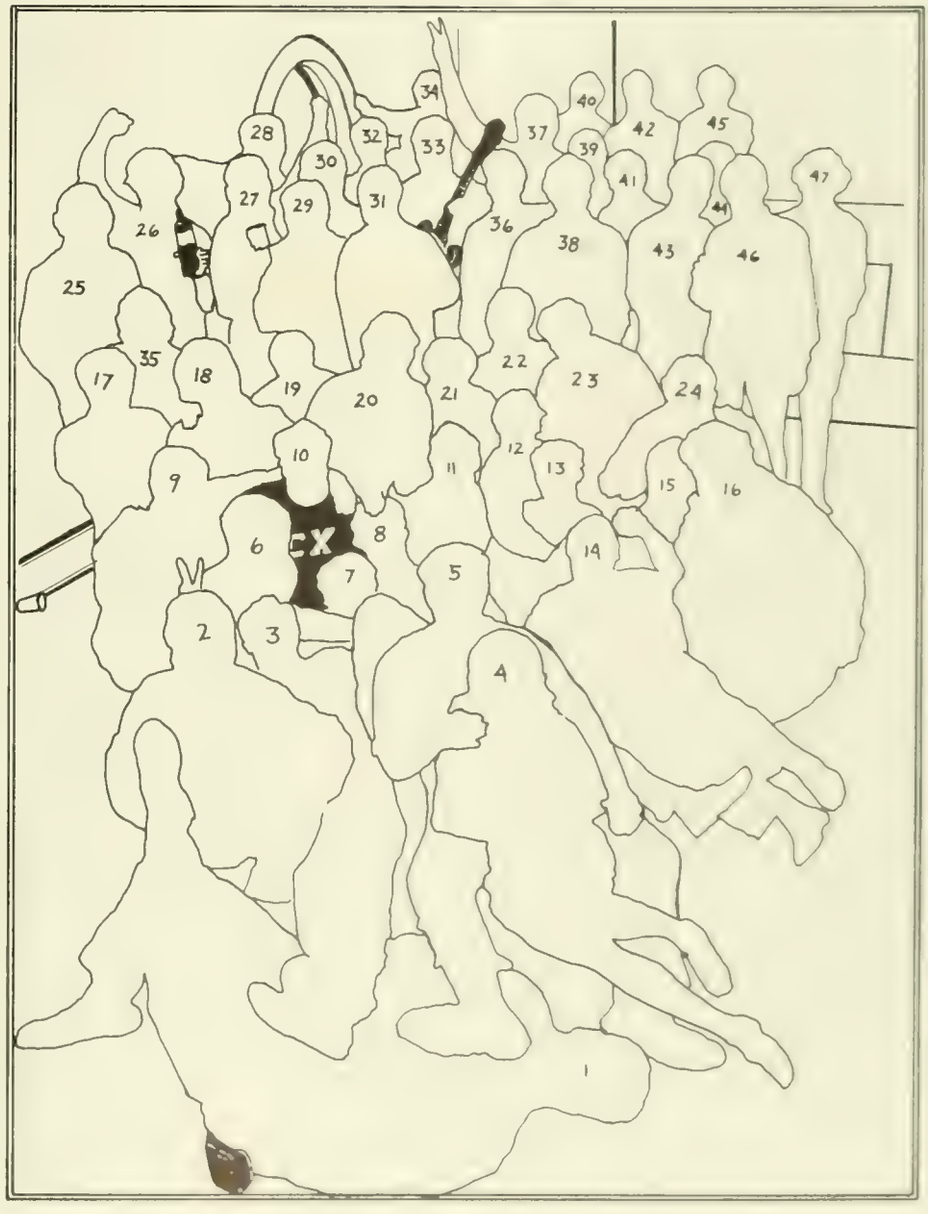

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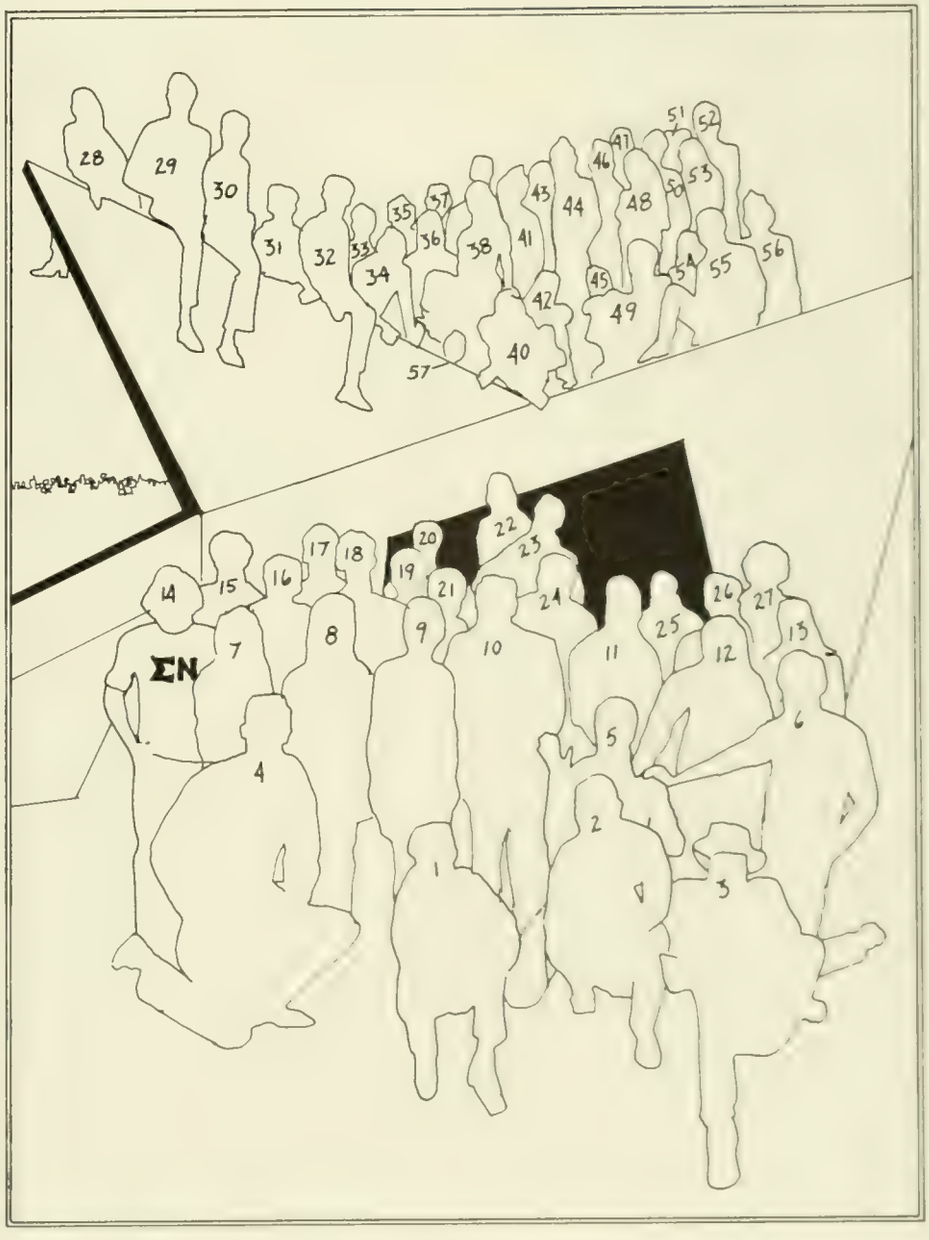

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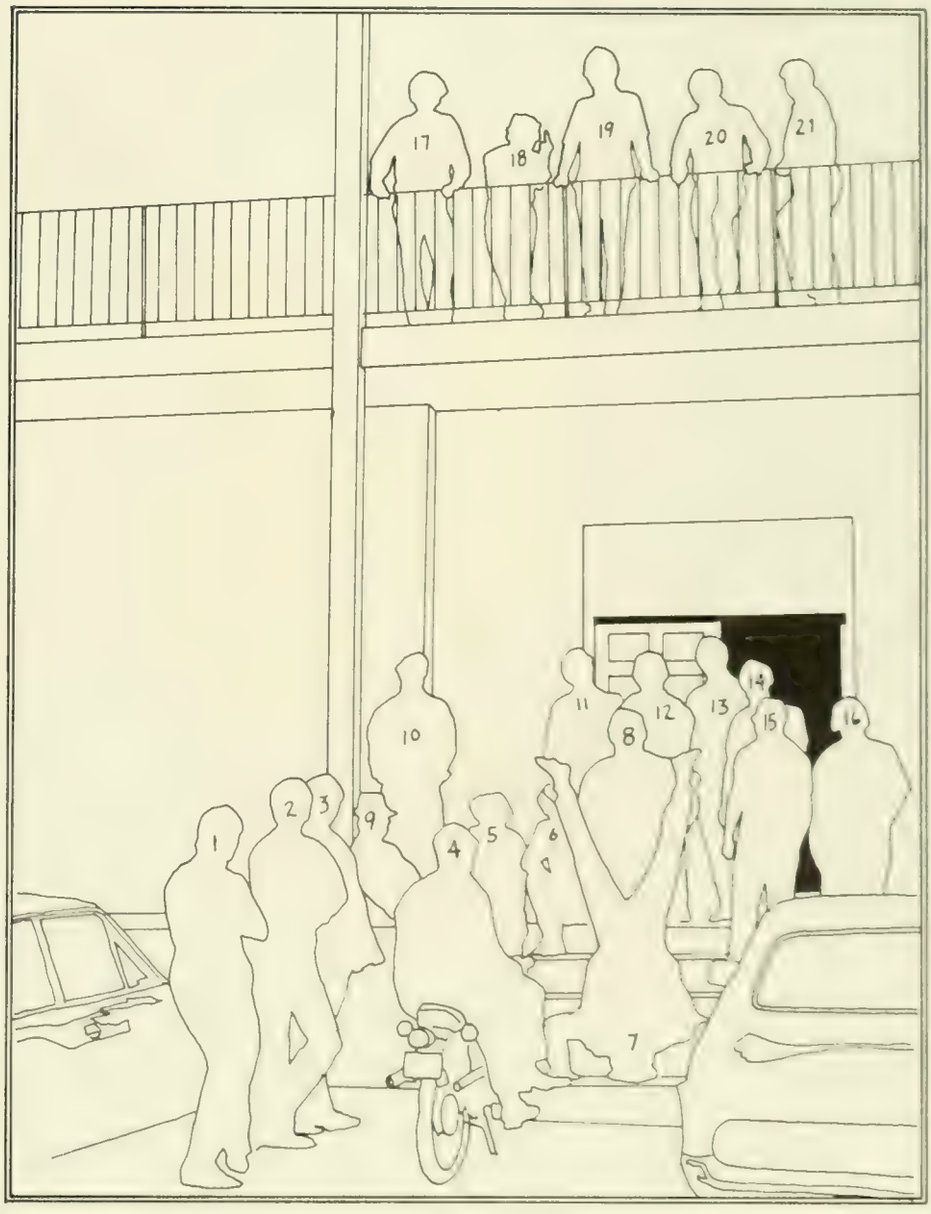

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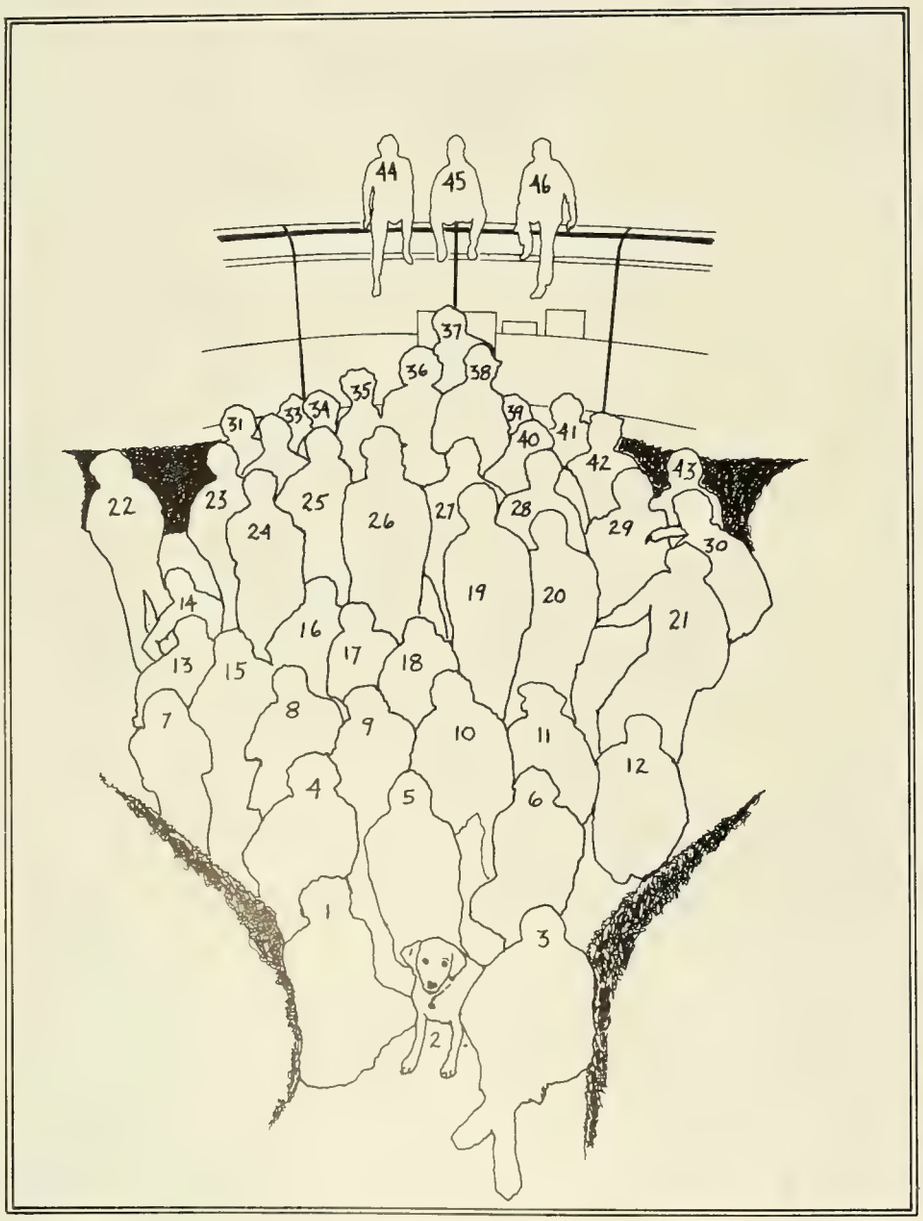
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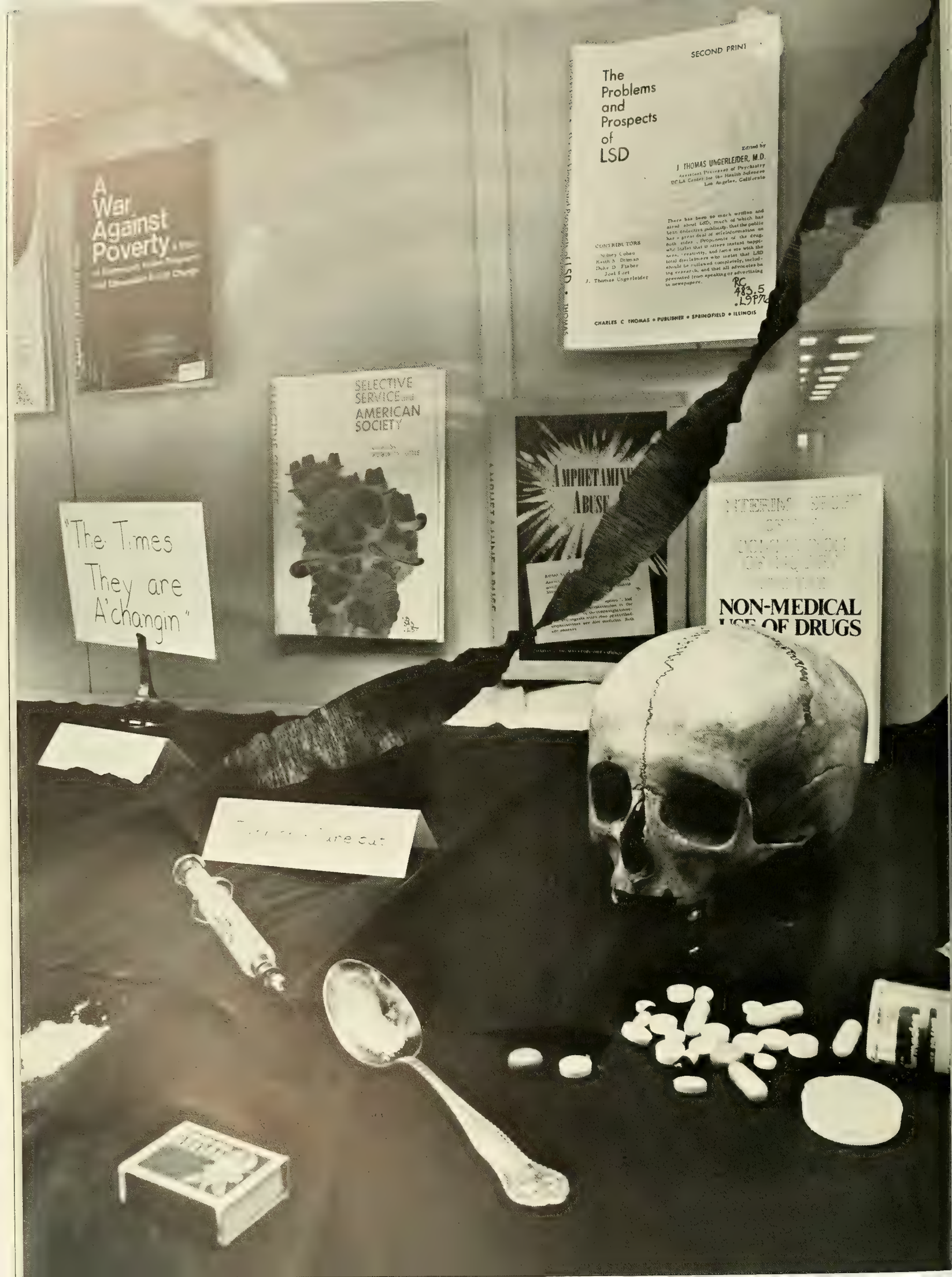
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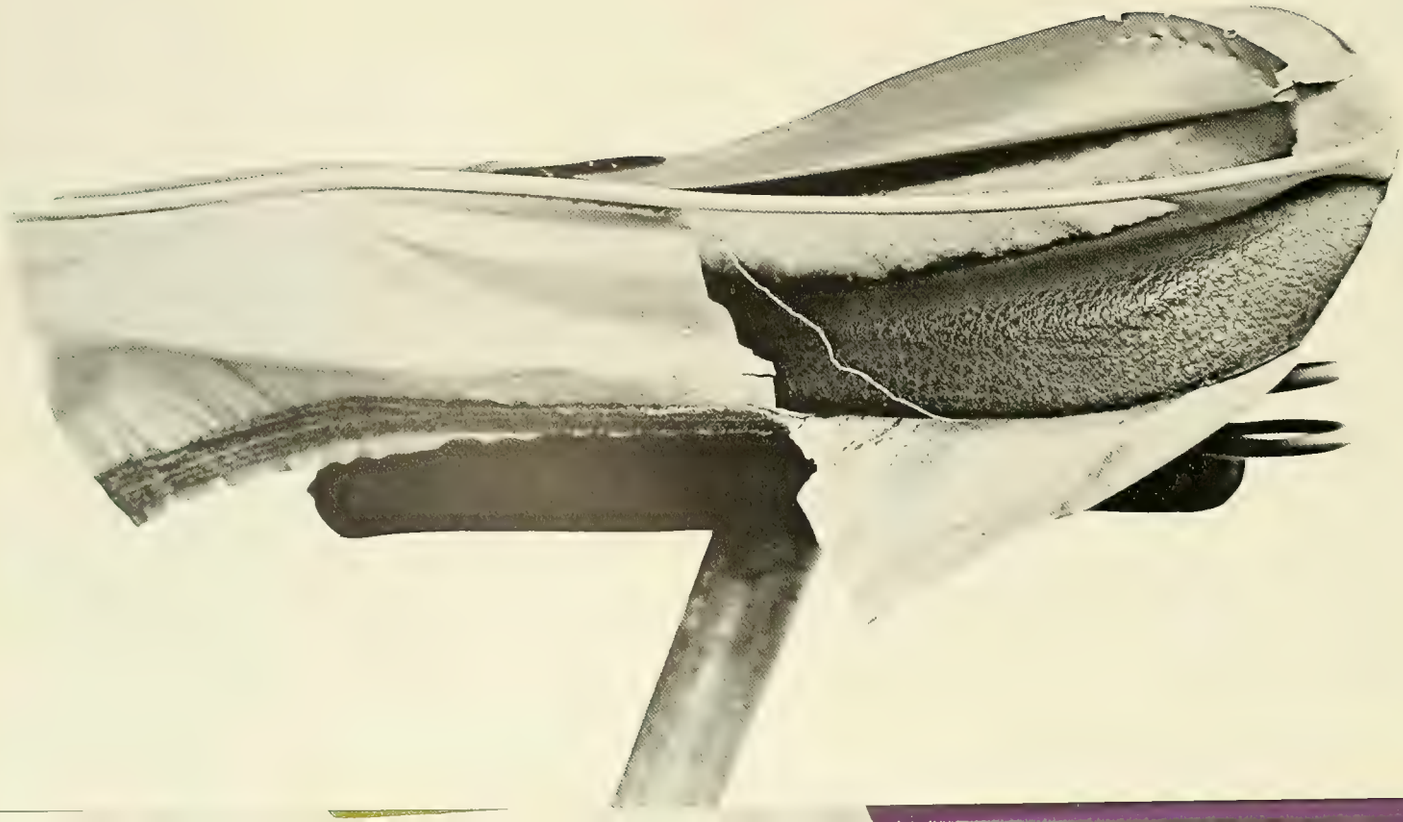
VOLUME 76

JAMBALAYA

UNIVERSITY

LOUISIANA

BOOK 3



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In case you did not happen to notice any of the 20,000 decals, 8,000 window posters, 50,000 bumper stickers, 150,000 schedule cards, 50,000 lapel pins, or 500,000 billing stuffers, 1970 was the Year of the Green. The success enjoyed by the Green Wave on the gridiron in 1970 was anticipated by a mammoth publicity campaign that proclaimed that 1970 would be the year the drought ended. The advertising program was a success because interested alumni and local media officials donated freely of their time, talent, and facilities.

During the summer, the slogan proclaiming that 1970 was the Year of the Green appeared on billboards, public transit, and radio and television broadcasts, all of the space and time donated to the University at cost. The fact that the drought did end in 1970 is a tribute to Tulane's football team; the fact that it did not go unnoticed is a tribute to a group of dedicated alumni and citizens concerned with the future of their University.

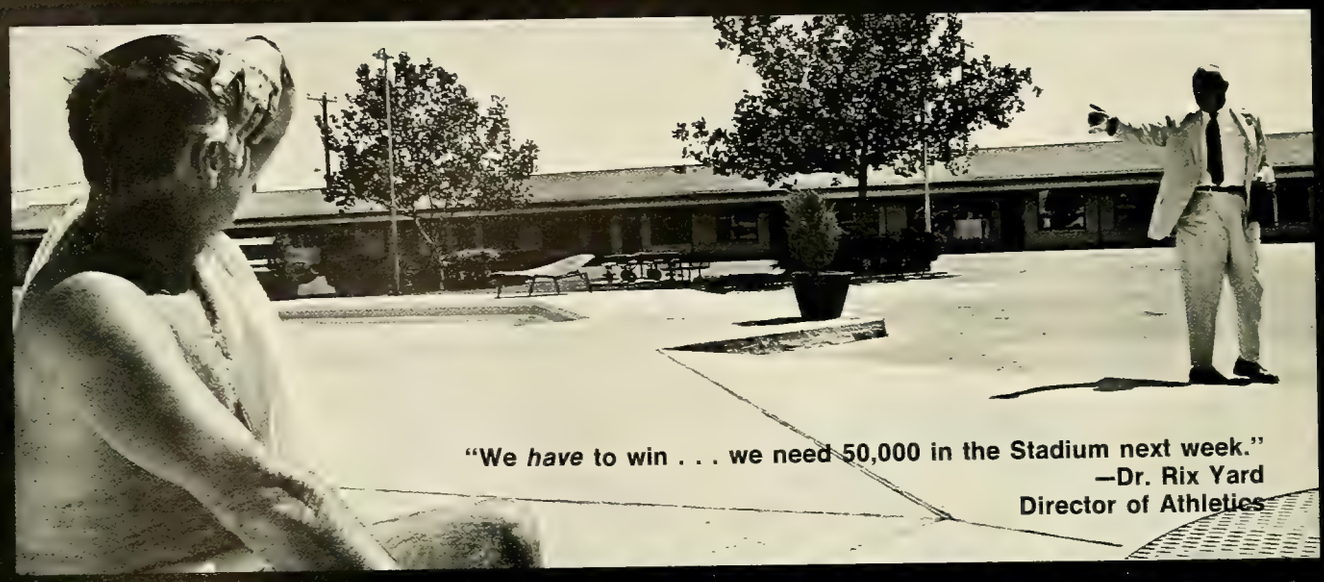
—G. P. L.
April 27, 1971



From Lubbock to Memphis

By
Gayle Patrick Letulle
& Matt Anderson

Jones Stadium/ september 12th



"We *have* to win . . . we need 50,000 in the Stadium next week."
—Dr. Rix Yard
Director of Athletics









The Year of the Green moved from the practice field to Texas Tech's plush artifical turf on September 12, 1970. The jitters normally present for the opening of a new season were multiplied on this muggy summer evening by the importance of this particular season to the future of Tulane football. Quite a bit of time and energy had been expended in the promotion of this Tulane football team as a legitimate winner and the time had come to prove it.

Things looked good for a while as Tulane took a 14-7 lead into the fourth quarter but the Red Raiders struck twice (in the last nine minutes of play,) to take a 21-14 victory. "We were a desperate football team after that loss to Texas Tech," linebacker Ricky Kingrea reminisced after the season. "Before the game we didn't feel that anyone could beat us . . . but that fourth quarter collapse brought us down to earth, and we were a better football team for it. Tailback David Abercrombie picked up 117 yards running from the Green Wave's newly installed "I" formation and the defensive unit looked sharp as Joe Bullard picked off the first two of an eventual team record 28 interceptions Tulane would make during the season.

—G.P.L.

Tulane Stadium/september 19th



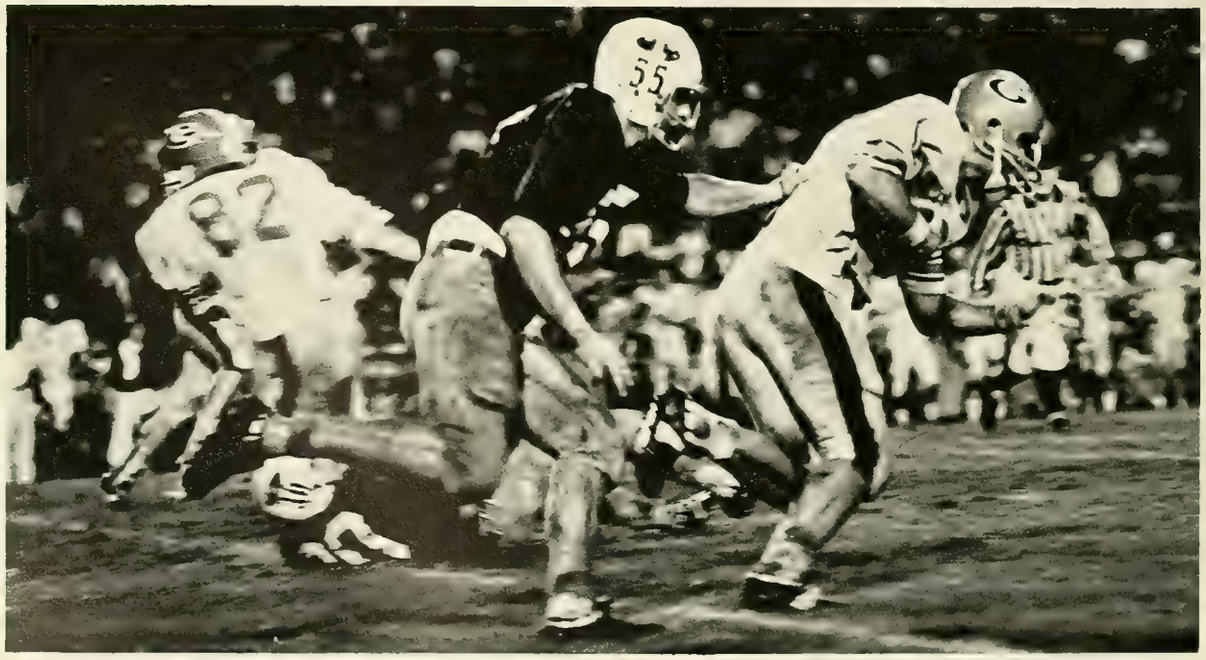
"It's going to be a little wet out there tonight. The grass is wet. The footing seems real good. So, relax and try to take care of the football. Take care of that football when you're getting hit and when you're catching the football.

The main thing we need to do, men, is go out there and play our game of football. Our *aggressive,* balls out game of football. This is the way we've practiced; this is the way we should play. And the thing about is—we ought to go out there and have a lot of fun. Let's not go out there and take chances. Let's go out there and have a lot of fun and knock those bulldogs' tails off. We'll get some points on that scoreboard! And then we'll have a hell of a lot of fun! Right?

This is the only way to play the game. Go out there and have a lot of fun and get after their ass and keep at it for the entire 60 minutes. We can't for one minute let down. And remember as I told you yesterday: should a break go against you, and they get something good happening to them, it *is* a 60 minute ballgame, and we're going to play it for 60 minutes this week. Do all of you agree that you are going to play for 60 minutes? (*Team: "Yes, sir!"*)

Alright! Let's go out there and get them!"

—Coach Pittman



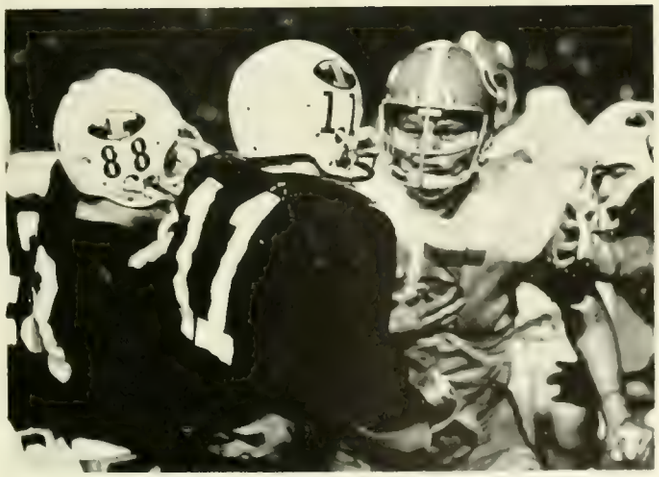




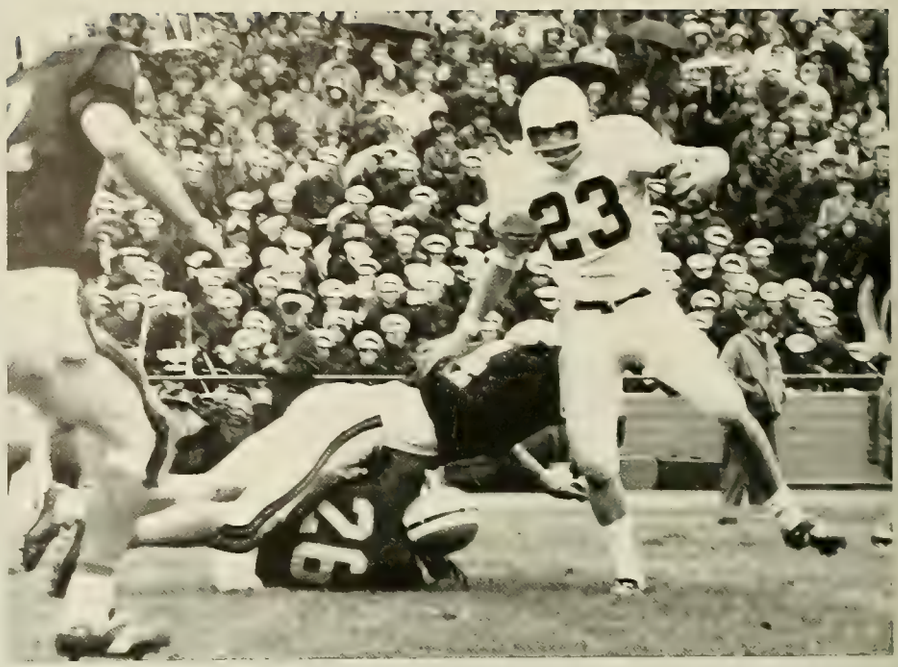
Rix Yard had to settle for a crowd of 30,000 fans, but nonetheless, the Year of the Green began to pick up steam as the Wave opened its home stand with a 17-14 victory over Georgia. The Bulldogs did all of their scoring in the first half on a 62 yard punt return, a two point conversion and a pair of field goals. Tulane scored only once in the first half on the first play after rover Joel Henderson recovered a Georgia fumble which had been forced by a fierce punt rush. Fullback Bob Marshall raced into the end zone from 11 yards out for the score.

The Green Wave continued to peck away at the Bulldog lead in the third quarter, with heads-up defensive play figuring prominently in the comeback. An interception by sophomore linebacker Glenn Harder at the Bulldog 27 on the second play of the period set up the tying touchdown, scored by quarterback Greg Gleason on a one yard sneak seven plays later. Joe Bullard's third interception of the season came a bit later in the third quarter and set up a 26 yard field goal by Lee Gibson that proved to be the margin of victory. Things got a bit heated in a scoreless fourth period, as the Green Wave successfully fought to insure that a 35-0 licking administered by the Bulldogs the previous season would be properly avenged.

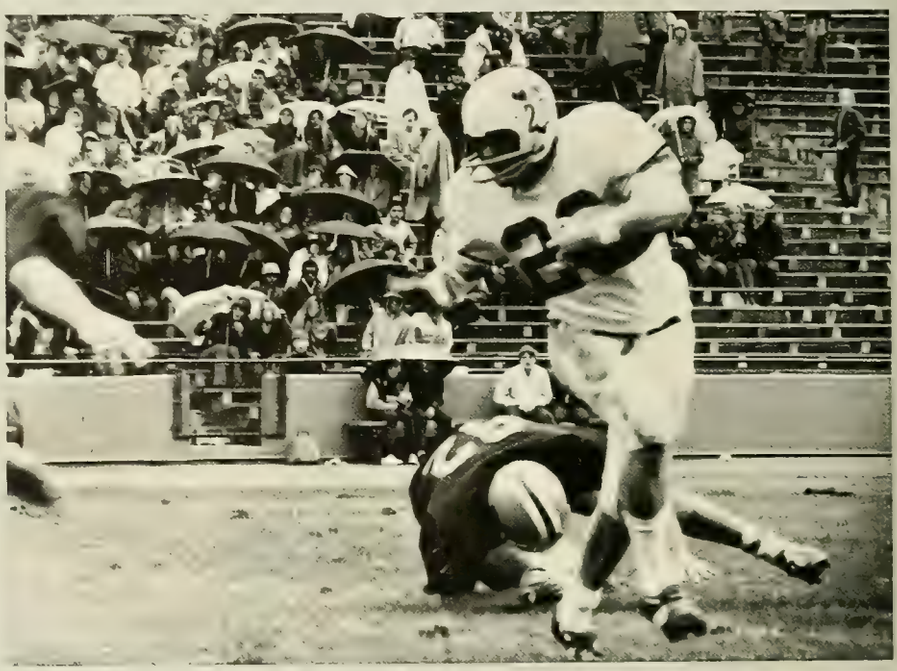
—G.P.L.



Memorial Stadium/ september 26th

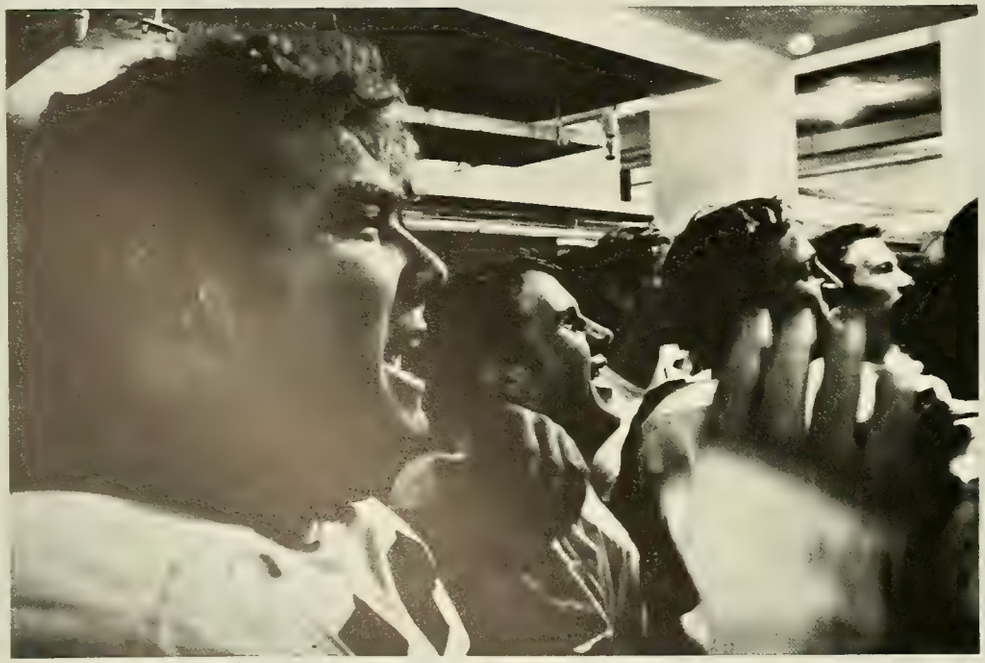


A wet, wintry day greeted the kickoff of the Tulane-Illinois game in Champaign, but the off track did not bother Joe Bullard. The junior defensive back forged into the national leadership in interceptions as he picked off three Illini passes to raise his season total to six. He then capped off an already sensational performance with an unbelievable 77 yard punt return that insured a 23-9 Tulane victory. The game film revealed that Bullard evaded no less than eight Illinois tacklers as he swept down the sidelines en route to paydirt and an award of the game ball from his teammates.



A field goal and a one yard sneak by outstanding Illinois sophomore quarterback Mike Wells staked the Illini to an early 9-0 lead, but Tulane wiped that out with a 32 yard field goal by Lee Gibson at the close of the first half, and a 20 yard touchdown scamper by Abercrombie at the beginning of the third period. The fourth quarter opened with Tulane on the march, climaxing as quarterback Greg Gleason tossed a one yard touchdown pass to tight end Art Ledet, standing alone at the rear of the end zone. Bullard's punt return later in the fourth period put the final nail in the Illini coffin. The following Tuesday, Tulane's name appeared for the first time on the Associated Press' list of the top thirty teams in the nation.

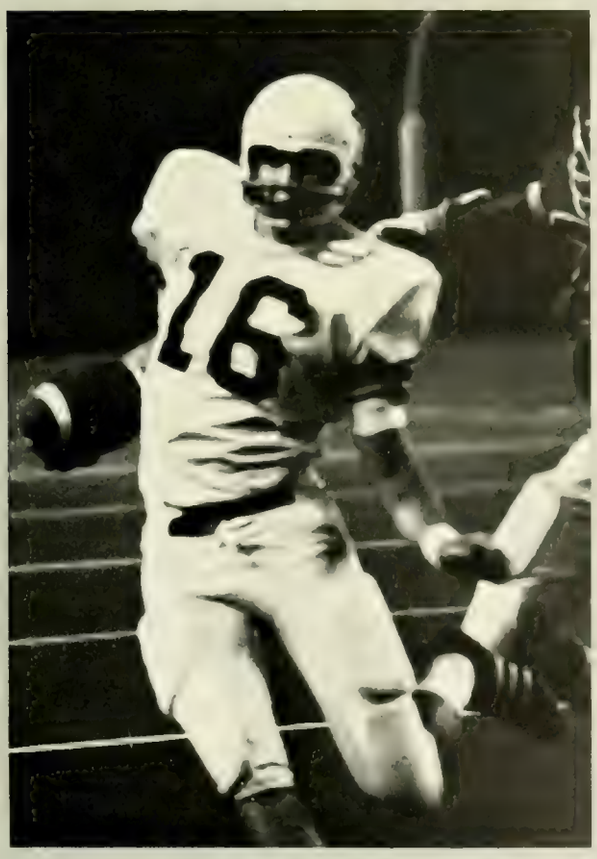
— G.P.L.





Nippert Stadium/october 2nd





The Green Wave made it three wins in a row with a heart-stopping 6-3 victory over the surprisingly tough Cincinnati Bearcats. Tulane amassed its highest offensive yardage total of the season in the contest, but all assaults on the Bearcat goalline failed until sophomore quarterback Mike Walker came off the bench to guide his mates on a 75 yard march to paydirt midway through the fourth period. Walker completed five of six pass attempts during the drive, hitting split end Mike Paulson with a 23 yard strike for the winning score. Dame Fortune notwithstanding, an unyielding defense (that wound up sixth in the nation) merited most of the praise for the Green Wave's three game win string.

—G.P.L.



"We were real fortunate to come off that field tonight, because we didn't play well. We made way too many mistakes. We just weren't ready to play and make those kind of mistakes. We were real lucky that we won the football game. Now a win's a win, but you can bet your ass that we're not ready to play next week when we go to Colorado Springs or we're going to be a sad group. They've got a hell of a football team, that's rated ten in the nation. We were real fortunate tonight, and if you want to get a lot of attention just step up there and choose one of those teams in the top ten and knock their asses off. And I'll guarantee you that you will get all kinds of recognition."

—Coach Pittman

Falcon Stadium /October 10th



"We've got a challenge out there today, and of course, as I told you earlier, the hat ought to be on those people because they're the ones who are nationally rated. We came in here to take that away from them. That's the only reason we came up here, to get at them and play the good ball game that we're capable of playing, free of mistakes. If we do this for the entire 60 minutes, men, well, then we can win this football game . . .

. . . Don't worry about the weather. The only thing that we're concerned about is those people across the line of scrimmage from us. . . . As talked about it earlier, you might get winded the first minute or two of the ball game, but we'll come back. Don't worry about that. We've practiced a hell of a lot of afternoons. We've run a lot of sprints when it was hard to breathe, haven't we? And we've always managed to run one or two more. So this is where you've got to suck it up, and then that air will come back to you. . . ."

—Coach Pittman

Tulane's mid-season clash with unbeaten and nationally ranked Air Force provided the Green Wave with an opportunity to grab a little national acclaim for itself, not to mention a chance to impress bowl selection committees. The Green Wave blew that chance in a disappointing 24-3 loss. From this point on, the pressure continued to build as each succeeding contest became crucial to the team's hopes of a post season invite.



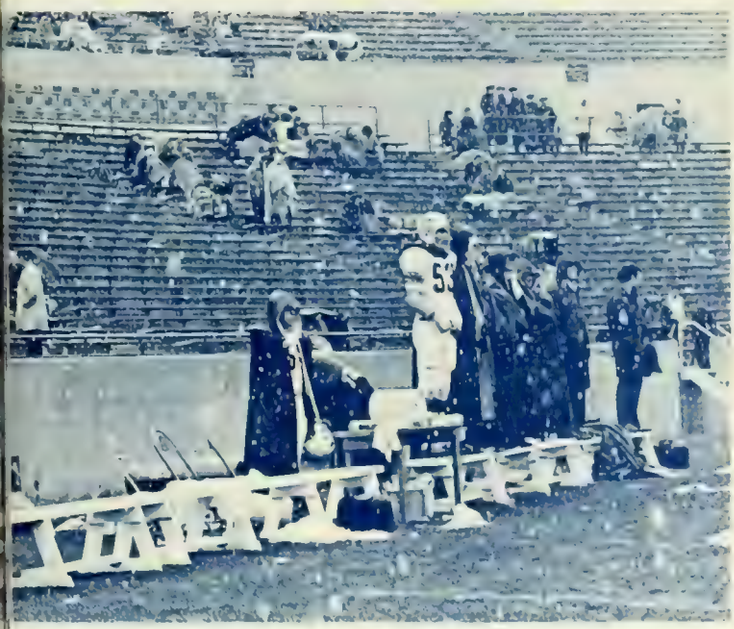










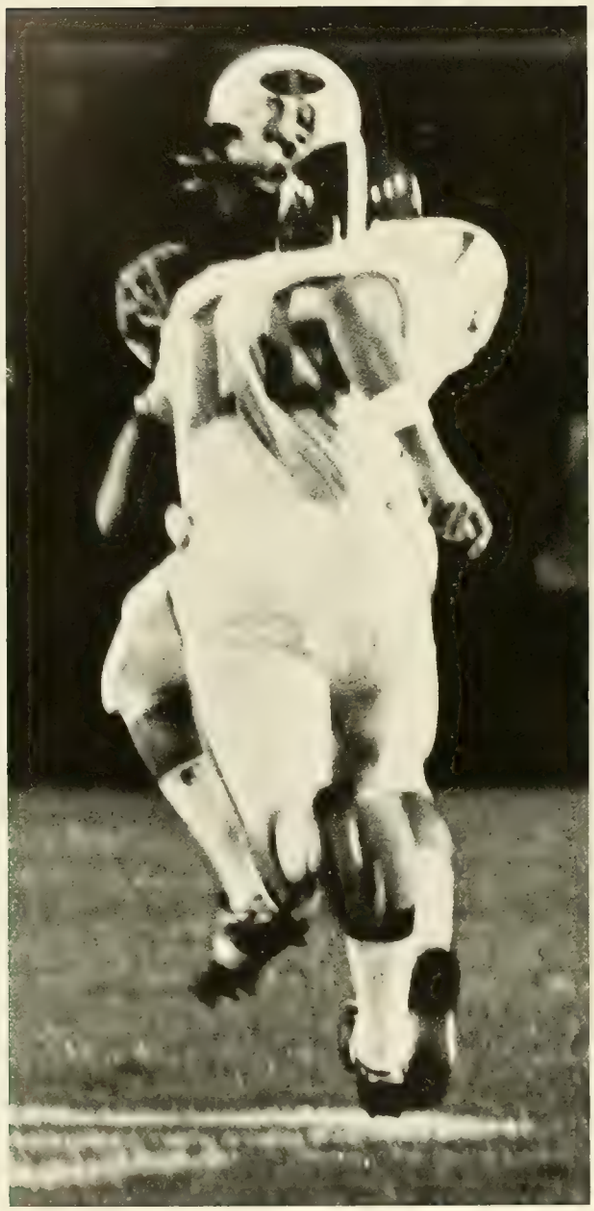


Tulane's defense in the loss to Air Force was almost as good as its offense was bad and that's saying a lot. With two offensive line starters out with injuries and number one rusher David Abercrombie playing sparingly because of an attack of influenza, the Green Wave's offensive unit sputtered to its lowest output of the season (131 yards), fumbling eight times in the process.

The Falcons came into the game with the number one passing attack in the nation, but managed only 159 yards through the air against "Bullard's Bandits." Safety Paul Ellis accounted for two of the Green Wave's four interceptions. The Falcons, however, did manage to complete the only touchdown pass thrown against Tulane in 1970, but the Wave defense showed it could hold its own against the best. Another thing the Air Force loss showed was that Tulane, without David Abercrombie, was a team without an effective offense, a fact that became painfully obvious two weeks later in rainy Atlanta.

—G.P.L.

Tulane Stadium /october 17th

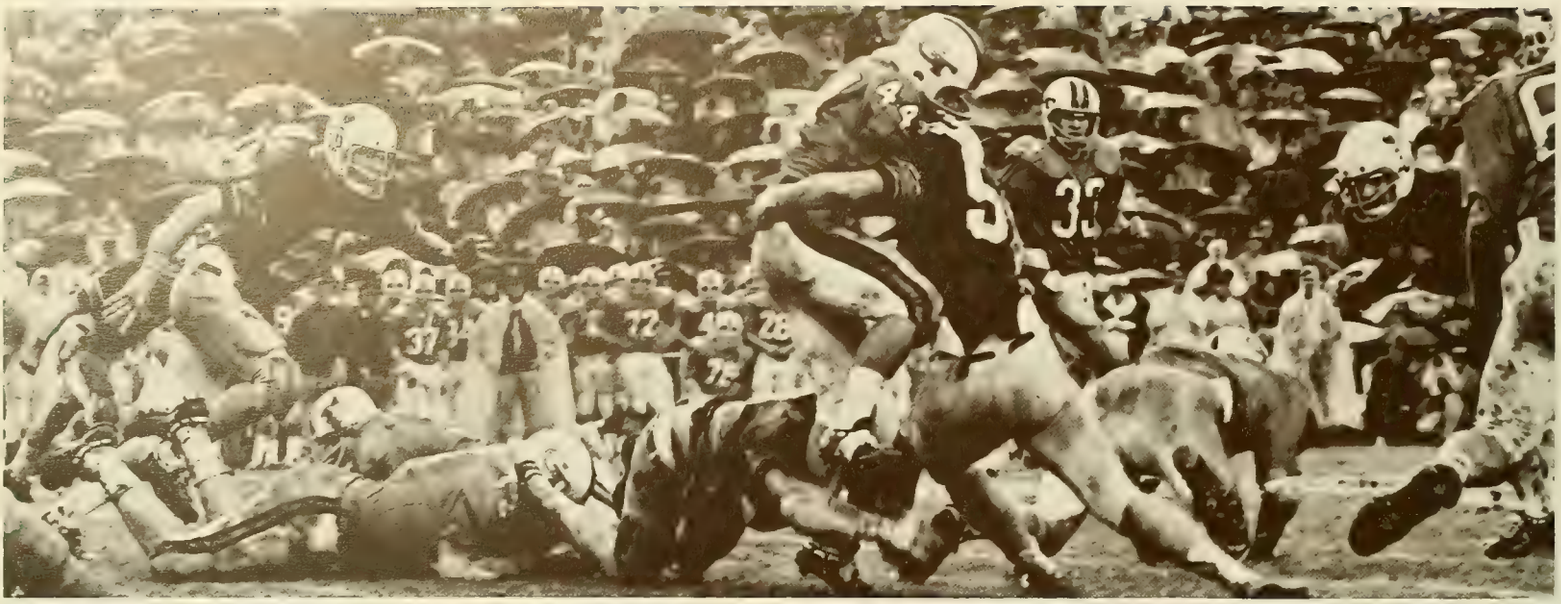


Sophomore quarterback Mike Walker got his first collegiate starting assignment against the North Carolina Tar Heels and made good, passing the Green Wave to a 24-17 victory. The win was an important one since a second consecutive loss would probably have eliminated Tulane from consideration for a bowl invite. Walker got a little help through the airways from tailback David Abercrombie, who threw a 74 yard option pass to wingback Steve Barrios on the second play from scrimmage, staking the Green Wave to an early 7-0 lead. North Carolina used the running of All-American Don McCauley to tie it up and then went ahead by converting a fumble recovery into a 20 yard field goal. But Walker came back with a strong air game that brought the Green Wave down to the Tar Heel goal line and finally snuck over from the two yard line to give Tulane a 14-10 halftime lead.

Walker's 28 yard strike to split end Mike Paulson set up a 21 yard Tulane field goal in the third period, but the running of McCauley led to another Tar Heel touchdown and a 17-17 deadlock. A 42 yard pass from Walker to Barrios and a one yard plunge by David Abercrombie accounted for a 43 yard drive that produced the winning score for Tulane. North Carolina came back with a desperation drive down to the Tulane five yard line in the dying minutes of the contest but the Green Wave made a stand to preserve the victory. The emergence of Walker as an offensive leader marked a turning point in the effectiveness of a Tulane passing attack that heretofore had been a sore disappointment.

—G.P.L.



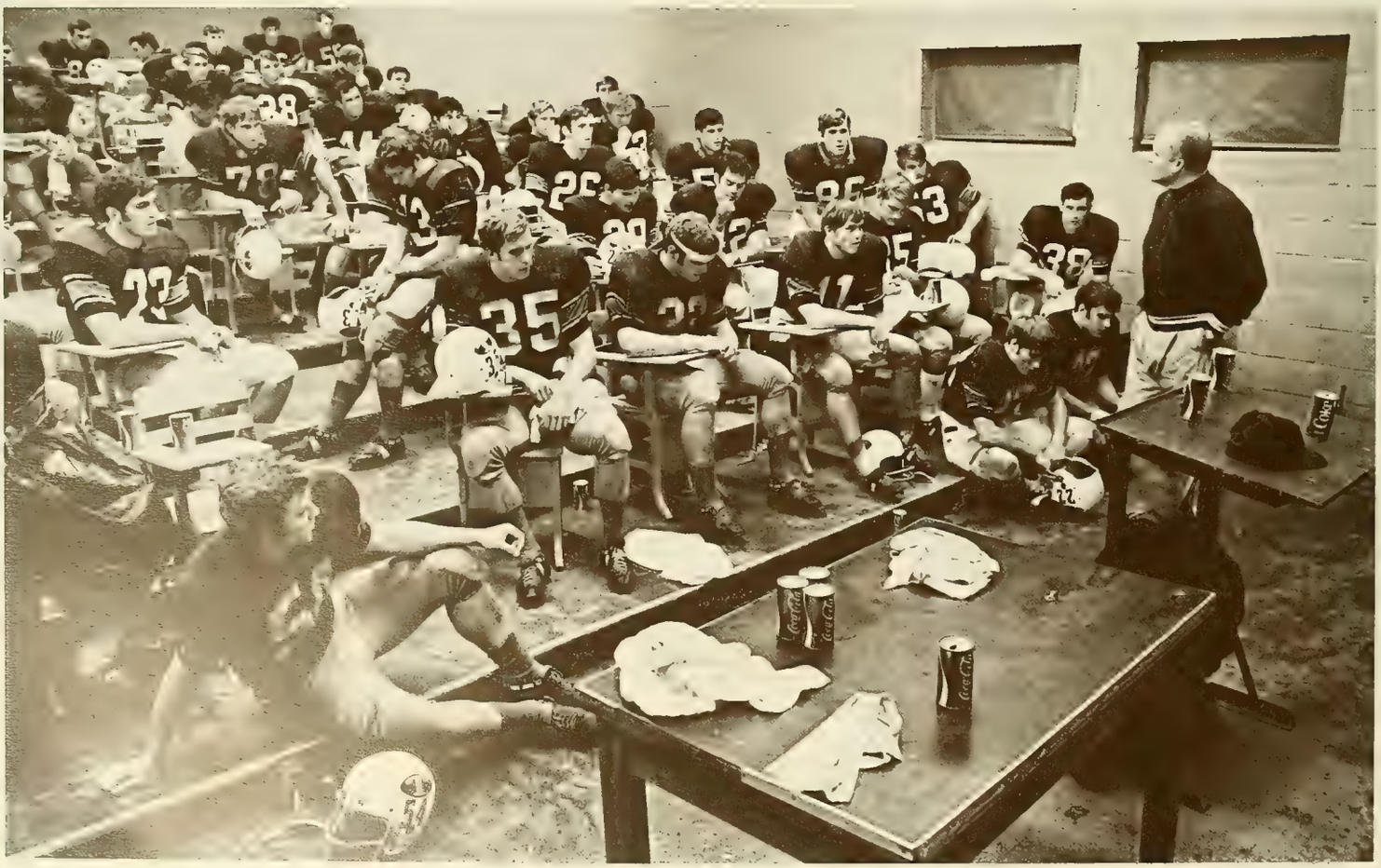


Grant Field /october 24th

". . . Men, the weather conditions aren't the best in the world, but it is the same for Georgia Tech as it is for us. The thing we want to do is take care of the football . . . the kicking game is going to be a real important phase of this game under these conditions, so we have got to play our kicking game right up to the hilt. We've got to handle the kicking situation with a lot of poise and a lot of confidence . . .

. . . men, we've got a lot at stake out there, and we've got the ability to go out there and get it. All that it amounts to is that real fine effort. Let's go out there and play a tough one and get after their ass. Let's take it on out . . ."

—Coach Pittman





The bowl pressure continued to mount as Tulane and Georgia Tech, both with 4-2 records, met in a game that would virtually assure the winner of a post season invitation.

A devastating downpour greeted this clash between the two top ranked Independents in the South, and the two teams sloshed into the fourth quarter in a scoreless deadlock. Tulane seemed to have the upper hand in the fourth quarter when, with a fourth and 11 to go at the Tech 39 yard line, Ken Sanders dropped back to punt for the Green Wave. The snap from the center sailed far over Sanders' head, and when he retrieved it on his own 30 yard line, he was clobbered by a host of Yellow Jacket rushers. The ball popped into the air where it was picked off by a Tech defensive back Rick Lewis—remember that name—who carried in for the score.

Down 7-0 with the field conditions worsening, Tulane had to throw the wet football if it hoped to win. On the first play after the kickoff, Lewis picked off an errant Mike Walker pass, returning it 56 yards for Tech's second score within a 30 second period. Three minutes later, Lewis picked off a pass thrown by substitute quarterback Greg Gleason, and returned it to the Tulane 23 to set up the final Yellow Jacket score.

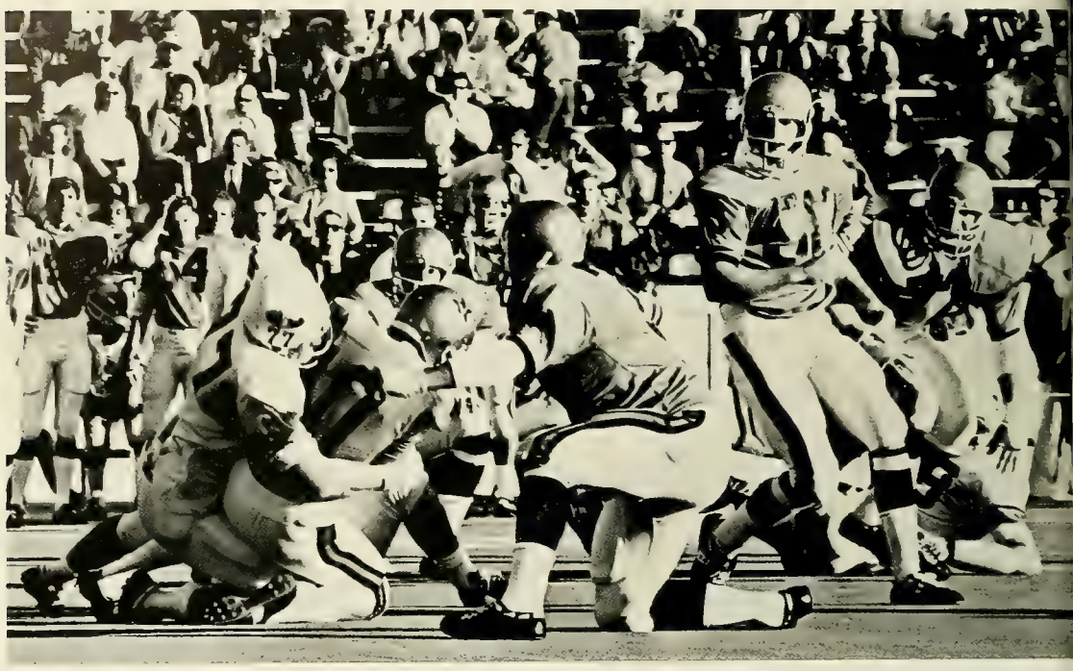
Gleason took the Green Wave on a 67 yard scoring march after the ensuing kickoff, but it was obviously too late to get Tulane back in the ball game. David Abercrombie rushed for 70 yards in the second half of the contest, after being held out of the first half with a bruised thigh. Without Abercrombie, Tulane managed only 19 yards rushing in that first half.

—G.P.L.





Dudley Field/october 31st



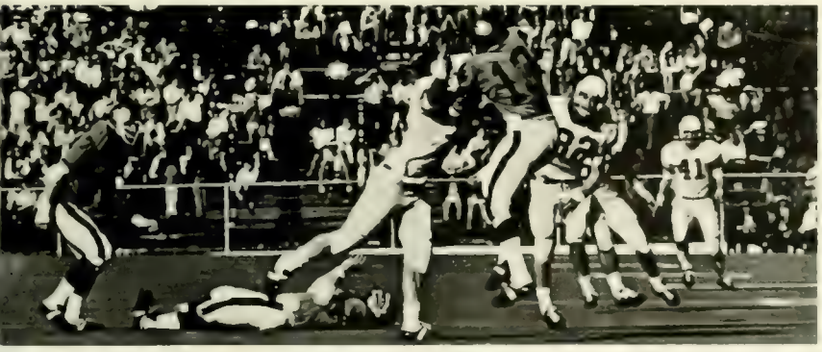




Defensive back David Hebert's interception in the end zone during the final minute of play thwarted a desperation drive by plucky Vanderbilt and preserved a 10-7 Tulane victory. David Abercrombie returned to the starting lineup against the Commodores and added 101 yards to his season rushing total, scoring the Green Wave's only touchdown on a 21 yard sweep of his right end early in the first quarter. Vanderbilt got on the scoreboard with a 55 yard drive early in the second half that knotted the score at 7-7. Later on in the third quarter quarterback Mike Walker hit fullback Bob Marshall with swing passes that gained 16 and 12 yards and got the Green Wave close enough for Lee Gibson to boot a 40 yard field goal that proved to be the margin of victory. That three point lead didn't look very healthy late in the fourth period when Vandy quarterback Denny Painter (whose 79 yard touchdown pass had given the Commodores a 26-23 victory in the final minute of play the year before) completed four of five passes in a drive that reached down to the Tulane ten yardline. Hebert stepped in front of Painter's next toss, however, and the Vandy threat ended right there.

—G.P.L.







Tulane Stadium /november 7th

All hell broke loose in the Tulane defensive secondary during the Miami game as "Bullard's Bandits" burned frustrated Hurricane quarterbacks for a team record eight interceptions. The Green Wave built up a 31-0 lead before Miami managed to score a pair of quick



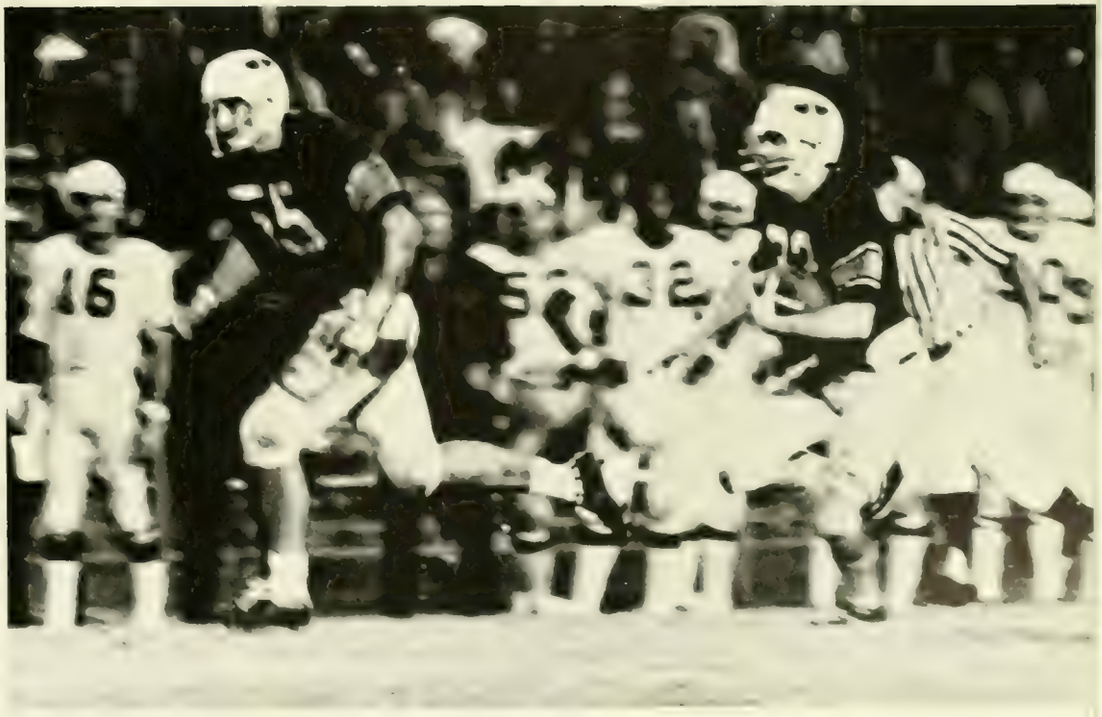






touchdowns in the final two minutes of play accounting for the 31-16 outcome. Paul Ellis and David Hebert each made three interceptions, while Joe Bullard and Randy Lee had one apiece as the Hurricanes just kept putting the football in the air. Five different players shared in the scoring as Hebert started it off with a 32 yard interception return for a score. Split end Mike Paulson later grabbed a 49 yard TD pass from Mike Walker to give Tulane a 14-0 halftime lead. Short touchdown runs by David Abercrombie and Jim Batey and a 32 yard field goal by Lee Gibson capped off the Tulane scoring in the second half. The big win over the Hurricanes before a happy Homecoming throng kept alive the Green Wave's slim hopes for a Bowl bid.

—G.P.L.



Tulane Stadium /november 21st

A record breaking rushing performance by David Abercrombie and shutout defense combined to spark the Green Wave to a 31-0 win over North Carolina State, prompting the Liberty Bowl to send Executive Director Bud Dudley down for a personal look at the team the following week, when Tulane hosted arch rival LSU. Abercrombie raced through the Wolfpack for 246 yards in 33 carries to wipe out the previous single game record of 238 yards set by Eddie Price in 1949. But a knee injury sustained on the carry that broke the record, left him in doubt for the LSU clash.

Tulane's defensive front nailed Wolfpack quarterbacks for losses 13 times during the evening, as North Carolina wound up with only 50 yards of total offense. Abercrombie scored three times for the Green Wave, with the other points coming on a one yard run by Maxie LeBlanc, and a 39 yard field goal by Lee Gibson.

The romps over Miami and North Carolina State were Tulane's best efforts of the season, as the squad parlayed opportunistic offense and defensive play that literally frustrated anything the opposition tried into a pair of easy wins. More significant, however, was Coach Pittman's declaration to the team after the North Carolina State game. "If we don't get after those guys (referring to LSU) next week, I'm going to throw in the towel."

—G.P.L.





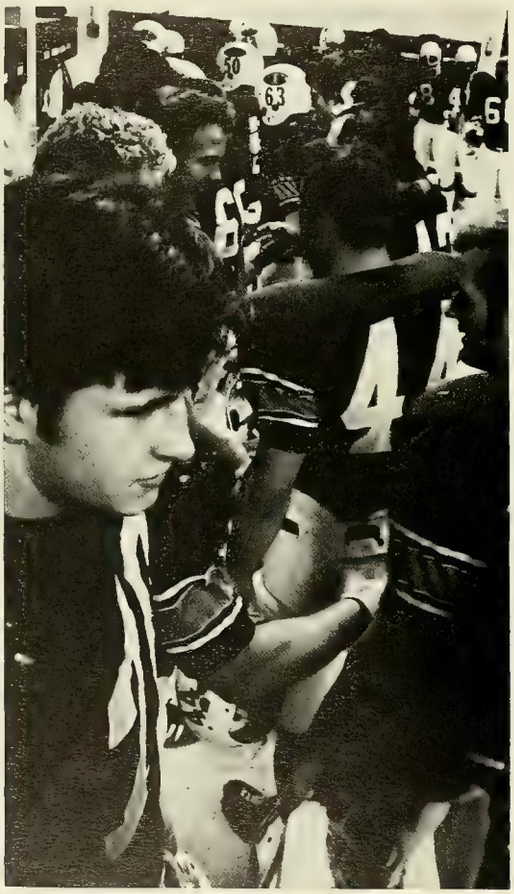
"This is the football game that I think we've been waiting to tee up again, against these people, since a year ago. It's one that we can handle. We're ready to play a football game. We're ready to get out there and get after their tails.

The thing that we want to do is have poise, don't make those mistakes that get you in trouble. Let's go out there and execute, and play our football game. Just relax. The damn pressure is on them, right? Let's go out there and really go after their tails .

... As I said this morning, we have won six straight games on our field out there. We're going to make this number seven. The people that are responsible for this, men, are the seniors on our football team today. They have given us the leadership to come from an average football team to a winning football team. I think that we owe them a great deal. This is the last football game that they're going to play on our home field representing Tulane University. I'd like to have those seniors come over here and line up right against this wall, and we will all come over and shake hands with you."

—Coach Pittman



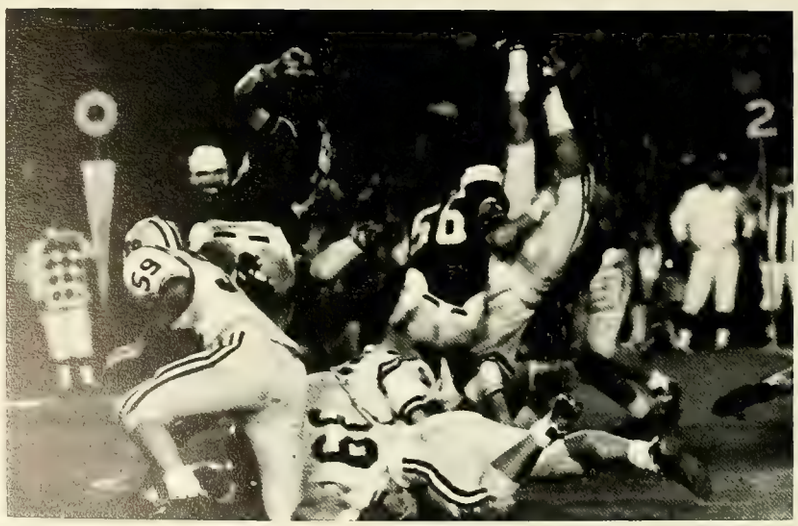


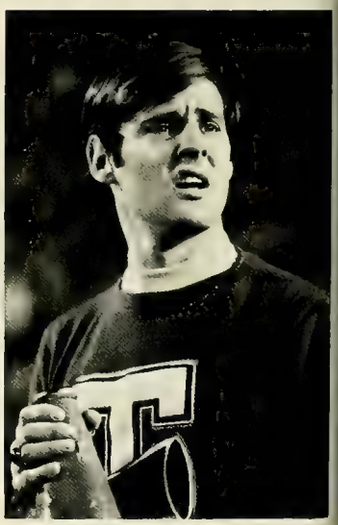
Tulane Stadium /november 28th

That long awaited win over LSU eluded the Green Wave again, but the squad showed enough in a 26-14 loss to the Tigers to merit a bid from the Liberty Bowl immediately after the game. All four LSU touchdowns were set up by Tulane mistakes (two fumbles, a pass interception and a bad snap from center in a punting situation all turned the ball over to the Tigers deep in Tulane territory) as what once would have been considered a "moral victory" proved to be nothing but a bitter defeat. Tulane's touchdowns came on a 22 yard pass from Mike Walker to Steve Barrios and on a one yard run by David Abercrombie, the first rushing touchdown by LSU had given up in 12 games. David Abercrombie rushed for 29 yards against the Tigers to bring his season rushing total to 993 yards, a figure surpassed only by Eddie Price in 76 years of Tulane football history.

—G.P.L.







After observing the emotional outpouring that had preceded the LSU game, and having witnessed the team's reactions to defeat on all three of the road losses, I really didn't know what to expect in the way of emotion as the team returned to the locker room after the game. What I least expected to happen, however, was the undiplomatic way in which one of the assistant coaches bodily threw John James and myself out of the locker room just prior to Coach Pittman's talk with the squad. That all of our camera equipment and our tape recorder lay idle while Pittman spoke to his team hurt me almost as much as did the loss itself.

After the speechmaking was over, however, we were again permitted to re-enter the locker room. I was approached first by junior tailback Maxie LeBlanc, who offered what I thought to be an extremely sincere apology for what had just happened. The next few minutes seemed an eternity as I went from one side of the room to the other, very quietly conveying whatever words my already choked voice could deliver. The facial expressions of the players varied, because each probably took this loss ever so much more deeply than he had any other, and the way that it attacked the senses was, to me, a very frightening, yet moving experience. Finally I came to rest on the floor beside my cameras and the tape recorder. I must have stayed there for five or ten minutes or longer, and was enveloped with that same emotional draining that the team was going through. I then gathered everything together and left for a duration of about 40 minutes. When I returned I found Rick Kingrea still in uniform, sitting by his locker. At this point, I believe he was aware of the Liberty Bowl bid, but that couldn't have been what was on his mind. The Baton Rouge senior and team captain for two years running, had lost—his dream of beating his hometown rivals had been shattered. As a photographer, perhaps I should have taken a picture. But, the thought was stricken from my mind almost immediately. It simply wasn't the thing to do. I had too much respect.

—M.A.





The Morning After to the Day Before

Some people didn't find out about it until they read the Sunday sports section of the Picayune that following morning. But word generally got around during the night that Tulane had indeed received an invitation to play in the Liberty Bowl. The news was received by many as though it were a cruel joke (the type which only an LSU fan would dream up), and by others as first aid relief from the pains which a true Tulane fan suffers after seeing another LSU game end with Tulane on the short end of the scoreboard.





Few fans, however, would ever realize what a large role Lady Luck played in securing the invitation. First, one must realize that one of the principal teams being considered by the Liberty Bowl's selection committee, the University of Florida, had just barely lost to the University of Miami earlier that same day. That a Gator receiver tripped over his own feet on Miami's five yard line, and a desperation field goal attempt which followed from the Miami 15 somehow went wide must not be overlooked. Second, the Director of the Liberty Bowl Festival Association, Bud Dudley, after witnessing the North Carolina white-washing, *had* committed himself to attend the LSU-Tulane contest. Consider what Dudley must have thought as our defense denied the Orange Bowl bound Tigers late in the fourth quarter when they took over with a first and goal situation (when any other team would have probably succumbed.) This "Year of the Green" team had just stopped one of the strongest ground-based offenses in the country. Dudley was so impressed—he didn't even bother to confer with any of his committee members.

Regardless of the 'if's and 'but's of the situation, Tulane was finally going to a bowl. What ensued during the days that followed and the frivolity of preparing for a "nationally televised game" will probably amuse people as much as the game itself would. The cheerleaders? They *had* to get *new* uniforms. Of course, they wouldn't be ready until a few days before the game, so all the publicity photos were taken in the old outfits. And the Alumni? They concerned themselves with the planning of a mid-winter Mardi Gras. While Bea Field's mystical krewe worked out the official scheduling for the upcoming festivities, Ted Demuth and the skeletal Tulane band were faced with the problem of putting together an eight-minute half-time show, to be seen by millions of sports fans *everywhere!* The resulting talent hunt swelled the bands' size past 70 (with many of the new members eventually staying with the band for the duration of the year.)

Next came the problem of transportation and timing. Various groups and organizations, including the Athletic Department Greenbackers, and the Alumni Association sponsored charter package plans via jet, bus, and train.

Over at the ticket office, more than 7,000 tickets were sold (at $7.50 each), with more than 3,000 sales coming on the first day. The *Hullabaloo*, determined that the game would, or could mean as much as $190,000 to the University, with the greatest portion drawn from the television broadcast rights. The Alumni krewe further determined that their festivities would need a few extras to please the old grads who would be making the pilgrimage to Memphis. How about an official "hostess?" to act as Hospitality Queen? Why, of course! Enter Bev Bennett, Homecoming Queen. And how about some singers to keep them happy during the Friday evening banquet and the Saturday morning buffet. Enter the Tulanians and Director Leland Bennett . . .

Meanwhile, game-time approacheth—the students began to hear strange things about the fabled Peabody Hotel, and about the pet ducks that parade in and out of the elevators and loiter around the lobby fountain. By Friday, December 11th, a good portion of the University had disappeared from campus with close to 2,500 students and faculty adjourning to Memphis. (Few people, however, were able to see the Peabody ducks. It seems as though their metabolism got fowled up that weekend.)

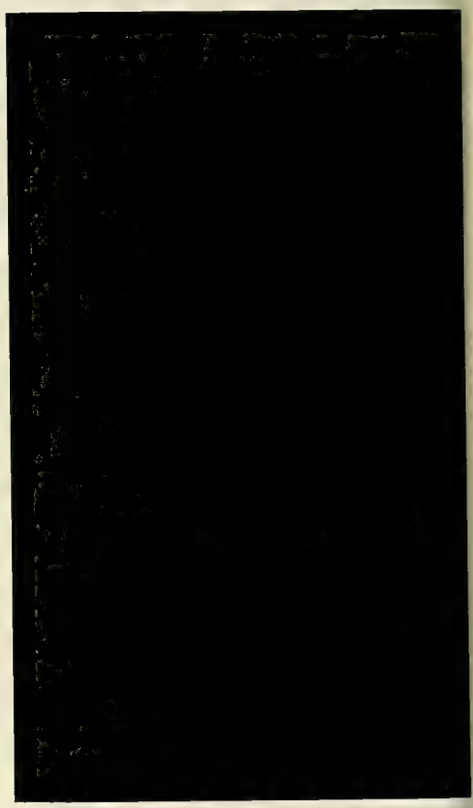
—M.A.





Memphis /dec. 11th





Tulane Football fans came out of the woodwork in droves to descend on Memphis' proud, old, Peabody Hotel, a 12 story structure that served as the Green Wave Liberty Bowl Headquarters. Alumni, faculty, students, and plain old gridiron fanatics came together and gave the Peabody a night of merrymaking that left its veteran staff wide-eyed in disbelief. "You people sure know how to have fun," an elderly elevator remarked as another mob of passengers debarked to join an already packed lobby. And the game hadn't even started yet.

—G.P.L.



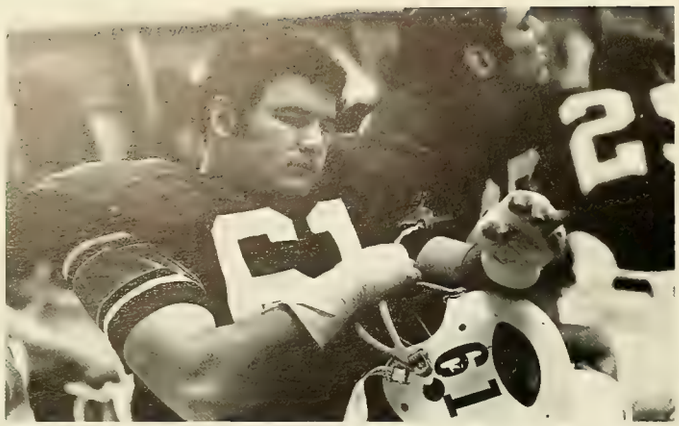





BEAT
COLORADO
YEAR OF
THE GREEN









Memphis Memorial Stadium /december 12th

"It's like I told you yesterday: These people think that they have quite an advantage over our ball club. They're a big, strong bunch of people and they think they're a tremendous football team, but I guarantee you that hitting will equalize that size in a hurry. We've played big football teams this year and we've come out with the hitting edge, and we've won. So that's exactly what we've got to do out there today, is go out and get after their ass and play our ball game."

—Coach Pittman

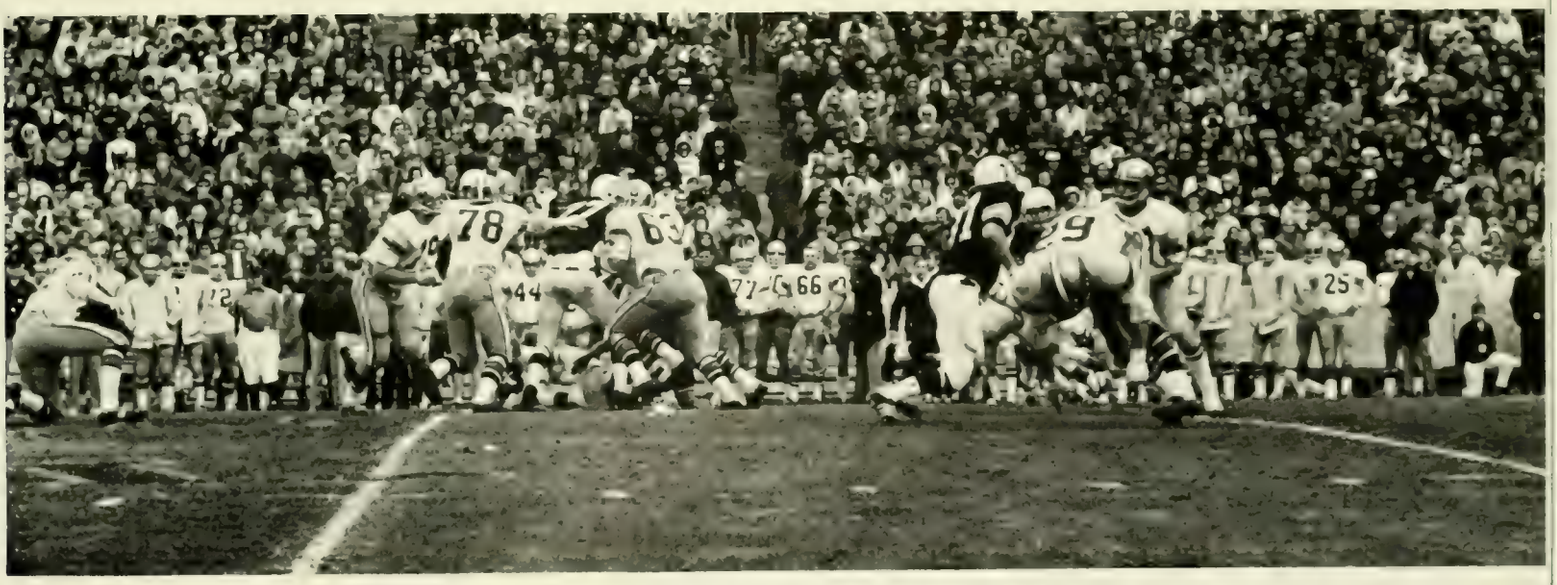
Appropriately, the nationally ranked defensive unit that was largely responsible for getting Tulane into its first bowl game in 31 years got to start the game when Colorado won the toss and elected to receive. After an exchange of punts, the Buffaloes gained possession on their own 12, and cranked up a 43 yard drive that reached into Tulane territory. With a first and ten situation at the Tulane 45, sophomore defensive end Randy Lee made one of the key defensive plays of the game as he nailed Colorado quarterback Paul Arendt for an eight yard loss before Arendt could pitch out.

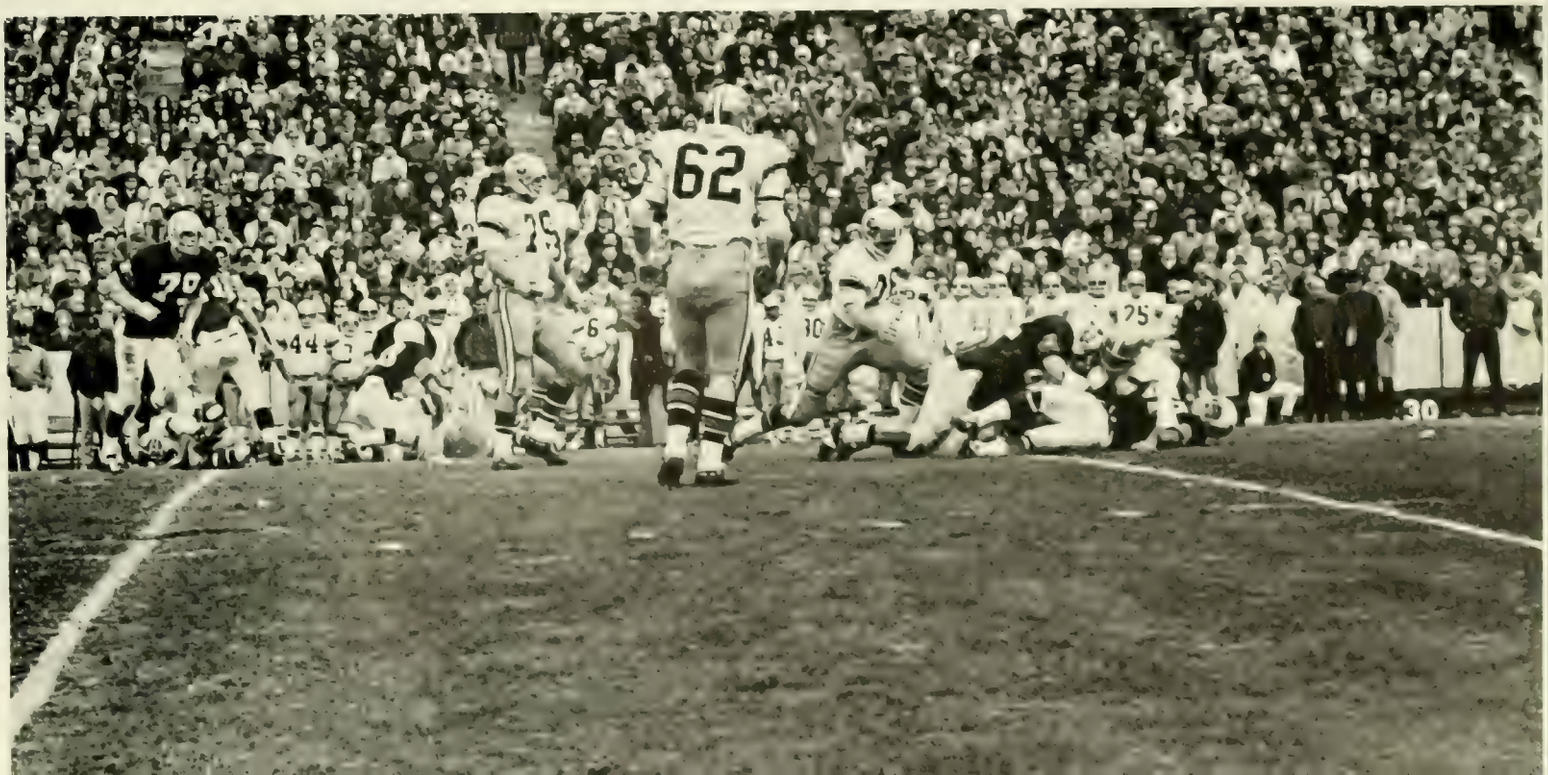
Colorado tried its first pass of the afternoon on the next play. Rick Kingrea intercepted it for Tulane at midfield, returning it to the Colorado six yard line as a partisan Memphis crowd went wild. Three thrusts at the mammoth Colorado defensive line left Tulane two yards short of paydirt and Head Coach Jim Pittman sent sophomore Lee Gibson into the game to boot a 19 yard field goal.

The Green Wave's 3-0 lead was short-lived as Colorado drove 68 yards with the ensuing kickoff to set up a 22 yard field goal that sent the two teams into the locker room at halftime in a 3-3 deadlock.



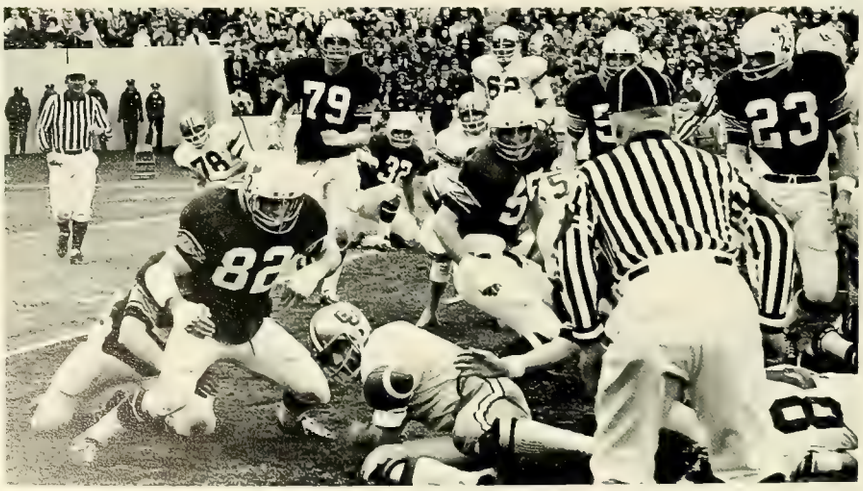

SEC 8


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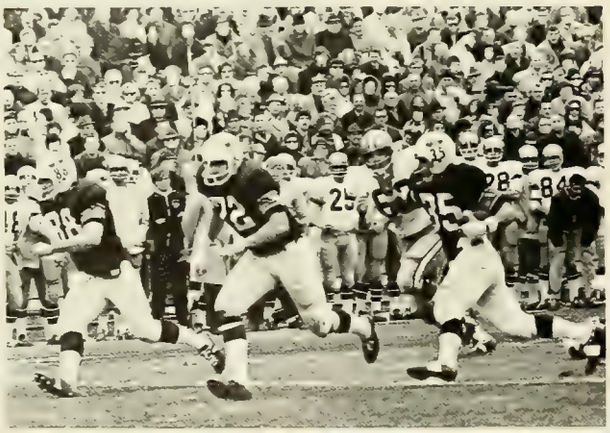


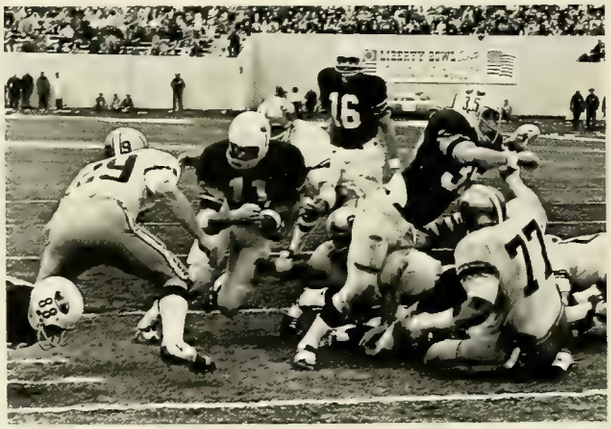
Backed by a beefed-up version of Tulane's student band, Frankie Assunto and the Dukes of Dixieland warmed up Tulane's portion of the halftime show with an impromptu Dixieland jazz concert. Actor Ed Nelson, a Tulane alumnus, narrated the proceedings as the Green Wave's all volunteer band whooped it up in the background.

The Liberty Bowl Association's portion of the halftime ceremonies featured the usual patriotic motif, with Pat O'Brien reciting Washington's *Prayer for Our Country* while the West Point Glee Club performed in the background. The Liberty Bowl halftime show always ends with a rendition of *God Bless America* and the waving of thousands of minature American flags by the fans in attendance, a spectacle that came over with amazing sincerity in spite of the fact that public display of such sentiment is not as fashionable as it used to be.



David Abercrombie gathered in the second half kickoff for Tulane at his own four, headed for the left sideline, found daylight, and 65 yards later the Green Wave had the heavily favored Buffaloes on the run. Tulane decided to challenge the hefty Colorado defense on the ground and the strategy worked. Fullback Bob Marshall roared through the right side of his offensive line for successive runs of 16 and 13 yards, setting up a first and goal situation at the two yard line for the Wave. A fine block by Marshall cleared the path for Abercrombie on the next play as Tulane's tailback bulled over right guard, putting the Green Wave ahead to stay.



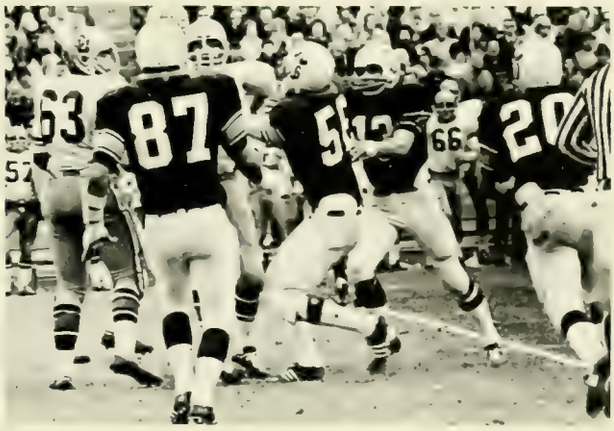


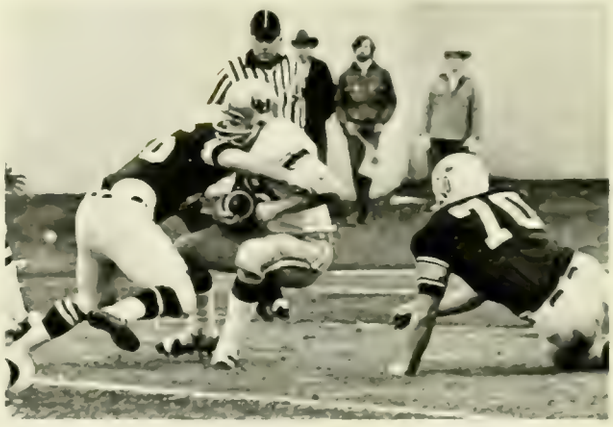




The rest of the third quarter turned into a tight defensive struggle with each team managing only one first down. However, Tulane changed all that on its first possession of the fourth period. Aided by a 15 yard unsportsmanlike penalty on the Colorado bench, Tulane took over the Buffalo 42 yard line and marched to paydirt as Marshall and Abercrombie carried the football on all eleven plays of the drive. In its two remaining possessions, Colorado's offense failed to get past the Tulane 47 yard line, and the clock ticked a 17-3 Tulane win into history.

—G.P.L.

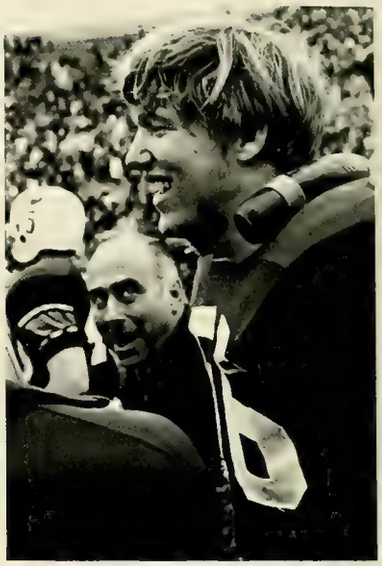












"Men, I've got to say thank you for the greatest thing that's ever happened to me. I appreciate and love every one of you, and you've given us a great season. You've done an outstanding job for us and I love every one of you. Bless your hearts. . . . let's have a good time tonight!"

—Coach Pittman

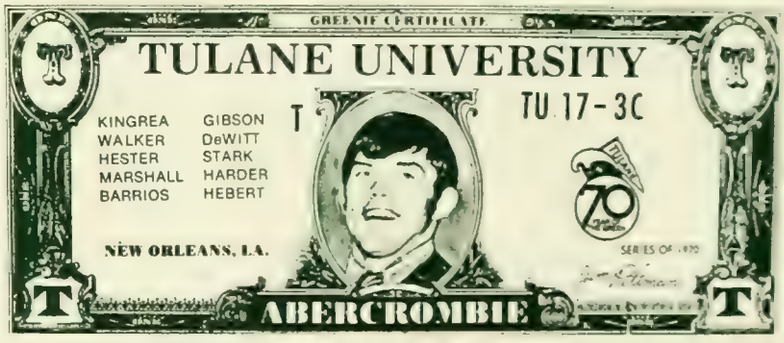
"I can't keep this ball. This is for Tulane University. We beat the hell out of Colorado. Not one man did it, not two men, not three men. The whole 55 that dressed out, and everybody that worked all year for this. When we came up here, we were nothing. . . . And we showed'em we were something when we finished."

—Rick Kingrea











It was a long, slow journey back, but Tulane football finally arrived in 1970. The winning season, the bowl bid, and the victory over Colorado before a national television audience, came at a time when Tulane football sorely needed two things: money and friends.

The payoff for Tulane's participation in the Liberty Bowl reached well into six figures and the team's impressive performance convinced the ABC network to include the Green Wave's 1971 clash with Georgia Tech on their regular season schedule. The result: another sizable extra payday, and a more solvent athletic department.

Direct financial considerations aside, a successful football program is a rallying point for alumni, alumni with the resources to considerably aid the University's financial plight. Not many old grads are going to get excited about an academician's latest publication and few understand or sympathize with the aims of a student movement. But a winning football team can revive the spirit and loosen the purse strings.

The Memphis joy ride could come to a screeching halt, however, if the football success does not continue. The important need to maintain momentum caused a good deal of concern when Head Coach Jim Pittman rendered his resignation two days after the Liberty Bowl and departed for a new job (and raise) at Texas Christian University.

After a week and a half search, Arkansas State Head Coach Bennie Ellender, a Tulane Alumnus and NCAA small college Coach of the Year in 1970, agreed to take up the post. The squad responded well to Ellender and his new staff in their spring workouts, and it is obvious that the soft spoken newcomber has inherited a much healthier situation than his predecessor fell heir to in his first season. The 18,000 fans who turned out for the May 1 spring game would indicate that things will indeed be much greener in the immediate future.

—G.P.L.





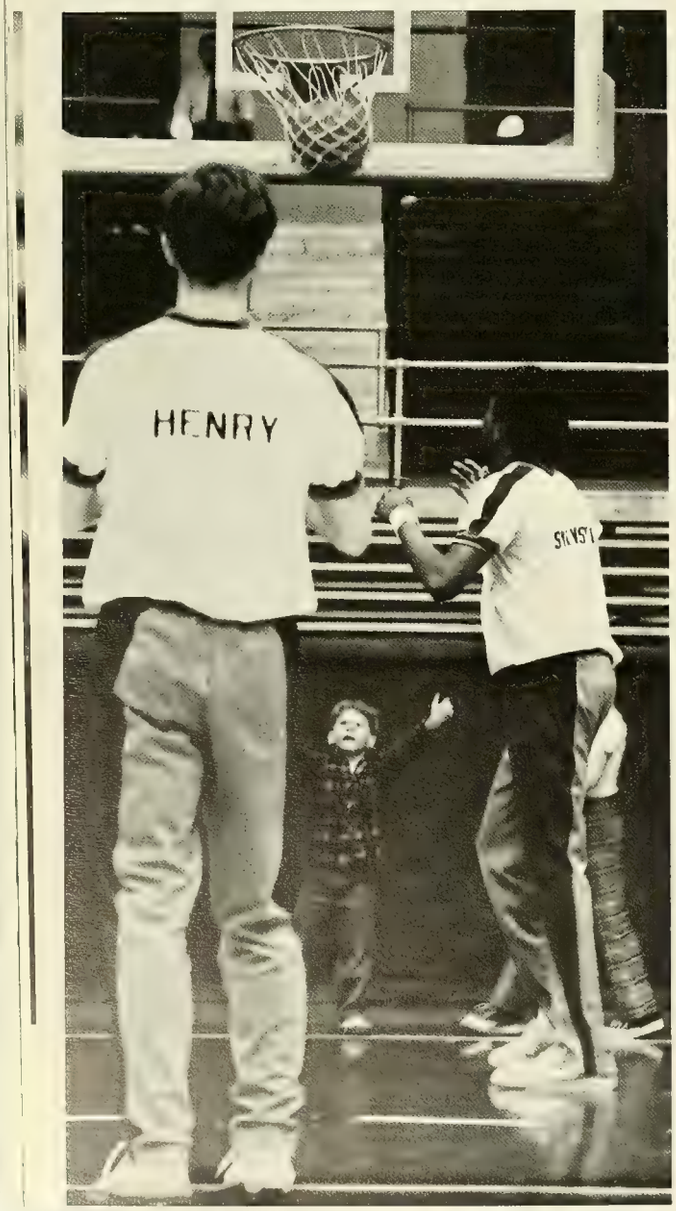


Basketball









GEORGE FERGUSON
HAROLD SYLVESTER
JIM KWIATOWSKI
MIKE BILLINGSLEY
RICK MILLER
JOHN SZPONAR
MIKE DRESSLER
MIKE HENRY
JOHN SUTTER
DAN IMMING
ED HARRIS
DAVE ALSPAUGH
STUART KURTY
WAYNE GARRET





"The Year of the Green" turned pale for the 1970-71 edition of the Tulane basketball team as the roundballers bounced their way to a deflating 8-18 season record.

Starting off with a spurt, Tulane rode the scoring and rebounding of John Sutter and Harold Sylvester, and picked up four wins in their first six contests. Green Wave optimism was short-lived however, as the team dropped nine decisions in a row to watch their record plummet to 4-11. Doing most damage during this time was a disastrous road trip over the holidays.

Coach Ralph Pederson's charges came out of their lackadaisical shells only twice the entire season. Playing before the home crowd on both occasions, the Wave took the measure of LSU and Florida State.

Against the Bengals, Harold Sylvester had the best night of his disappointing career at Tulane. Harold popped in 33 points and pulled down 15 rebounds to spark the Wave's 93-86 demolishing of the Tigers.

Highly-regarded independent Florida State was also unfortunate to catch the Greenies on a hot night. Inspired by the stunned home crowd, George Ferguson, Mike Henry, and company opened up an early 20 point lead and coasted to an easy 88-69 victory.

Other than these two efforts, the team showed little class in dropping 18 games. The Greenies seemed to lack conditioning, drilling, and everything else that makes a top-notch basketball squad.

Under fire at midseason, Coach Pederson made the decision to retire from coaching at the end of the season. The decision seemed a good one as Coach Pederson's heart condition and temperament seemed to preclude Tulane from ever reaching basketball excellence under his tutelage.

For his replacement, the Athletic Advisory Board stayed at home and picked Dick Longo, the freshman coach. Coach Longo's credentials merited the shot at the top job. In the past two campaigns, Longo's charges have posted a 37-4 record, including a 19-2 worksheet for the past season. Record-wise, the frosh team was ranked among the best in the nation.

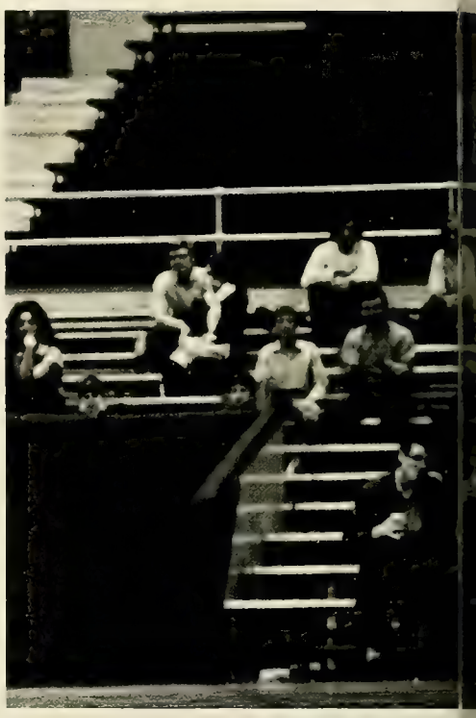
Coach Longo will be bringing a combination of youth, imagination, and experience to the job next year. In coaching for the past 12 years, the trademark of Longo's teams have been conditioning and hustle, accented by verve on the court. An innovator, Coach Longo has the talent for molding winning teams out of disparate spirits.

Looking at the upcoming season optimistically, Coach Longo is convinced that he can not only bring Tulane a winner in basketball, but he fully expects to field a post season tournament team in the near future. The future looks Green for the basketball team.

—Tony LaNasa
A&S '71



Gymnastics



SEATED:
GUY WEINBERG
PEGE STERNBERGER
ERIC KIESEL

STANDING:
MIKE BALLOTTI
AZILE MANSEN
BRUCE DANNER
GREG SCHRAMEL
COACH PAUL PRINCE
BETSY ADAMS
STEVE DANNER

RINGERS:
BEV ANDERSON
GAIL PERRY
PEGGY ROBERTS



Since the arrival of Coach Paul Prince in September of 1969, gymnastics has slowly been rising in popularity on the Tulane campus. Today there are not only men's and women's gymnastics classes in the P.E. department, but there is also the addition of a neophyte gymnastics team, which has started to compete on the inter-collegiate level. The only factor which keep the team members going is the individual appreciation each member has for the sport and the encouragement of Coach Prince. Since the allocation of funds from the University is minimal, additional money which is needed to cover the team's expenses is earned by team members themselves through teaching and other money making projects. Should the Athletic department budget include adequate funds for the support of the team's development in the next season, the outlook for the success of the sport in the future would be much brighter; the key is in finding those adequate funds.

—Bruce Danner
A&S '72











EVENT			TIME	TULANE RECORD HOLDER
50	YDS.	FREE STYLE	21.4	LARRY CURRAN
100	YDS.	FREE STYLE	48.3	LARRY CURRAN
200	YDS.	FREE STYLE		SAM MILNE
500	YDS.	FREE STYLE		SAM MILNE
1000	YDS.	FREE STYLE		DON BARNES
100	YDS.	BREAST STROKE	1.03.9	SAM MILNE
200	YDS.	BREAST STROKE		JOHN ROUQUETTE
100	YDS.	BACK STROKE		BILLY WEIDNER
200	YDS.	BACK STROKE		BILLY WEIDNER
100	YDS.	BUTTERFLY	53.5	CHUCK O'BRIEN
200	YDS.	BUTTERFLY		CHUCK O'BRIEN
200	YDS.	INDIVIDUAL MEDLEY		CHUCK O'BRIEN
400	YDS.	MEDLEY RELAY	3:42.5	BILLY WEIDNER ... CHUCK O'BRIEN ...
400	YDS.	FREE STYLE RELAY	3.16.8	SCOTT KAUFFMAN ... CRAIG PETERSON ... STEVE JOHNSON ... SAM MILNE



Swimming

With heavy attention focused on such sports as football, basketball, and baseball at Tulane, it's not surprising that a sport like swimming rarely gets noticed by people other than its own participants and a few close followers. It doesn't make money. No professional swim teams exist for swimmers to join after graduation. Yet, when a team rises from the depths of mediocrity to a position of power among its peers, and does so with relatively little support from the school, there must be some solid reason for it.



In this case, the "reason" is Coach C. Richard Bower. Since taking the position as swim coach two years ago, Dick Bower has catapulted his team from a 6-6 record to successive season marks of 10-5, and this year 17-3, yielding only to powerhouses Alabama and Florida State, and a one point loss to South Florida.

The record board has been changed 32 times this year and only one record out of 17 remains. Of the 16 new records, half are owned or shared by swimmers *not* on athletic aid of any type. That these swimmers have achieved this level is attributable only to Bower's ability as a coach. The team respects him not only because of his even rule and discipline, but also because of his ability and knowledge of the sport. In twenty years of coaching, he has met with people in all aspects of the sport, stayed abreast of current techniques and innovations, and has experimented extensively with his own theories.

Under Bower's training, two Tulane swimmers, Scott Kaufman and Sam Milne, qualified for the NCAA championships this year. Several others just missed the cutoff times. The team

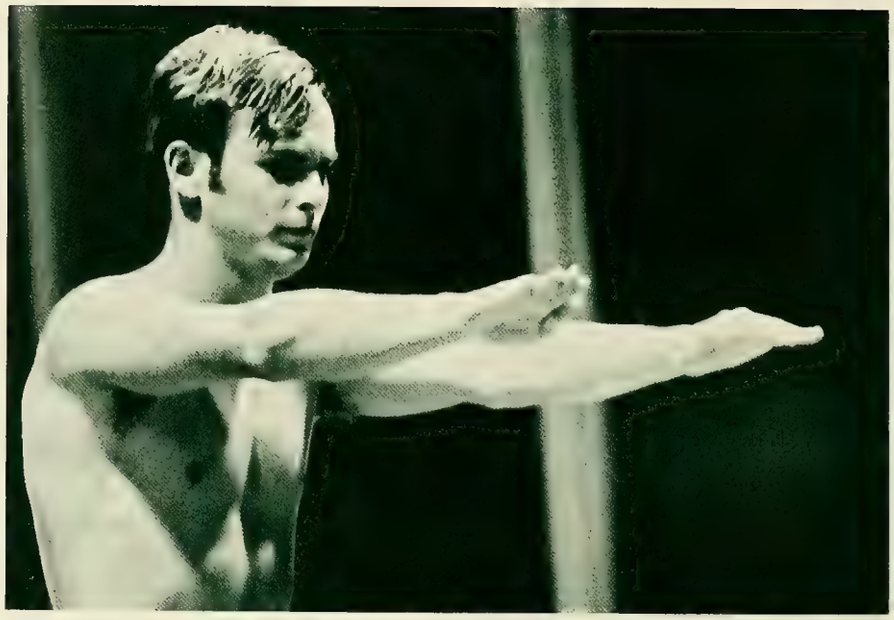


itself finished second behind Florida State in the Independent Southern Intercollegiate Championships this year.

Two years ago, Tulane's team consisted of two returning varsity swimmers and a handful of good and average high school swimmers. Building it to its present level of strength was a remarkable job, but if Tulane is to enjoy national prominence in swimming, we will have to start recruiting high school swimmers of high ability. Doing this will not be possible without additional aid in the form of scholarships.

We *have* the coach and the making of a great team, but we'll need the better high schoolers to build this team into a national power, which *can* be done with additional aid. Tulane has the potential for gaining fame as a swimming power—to ignore it would be senseless.

—Dana Abbott
A&S '72

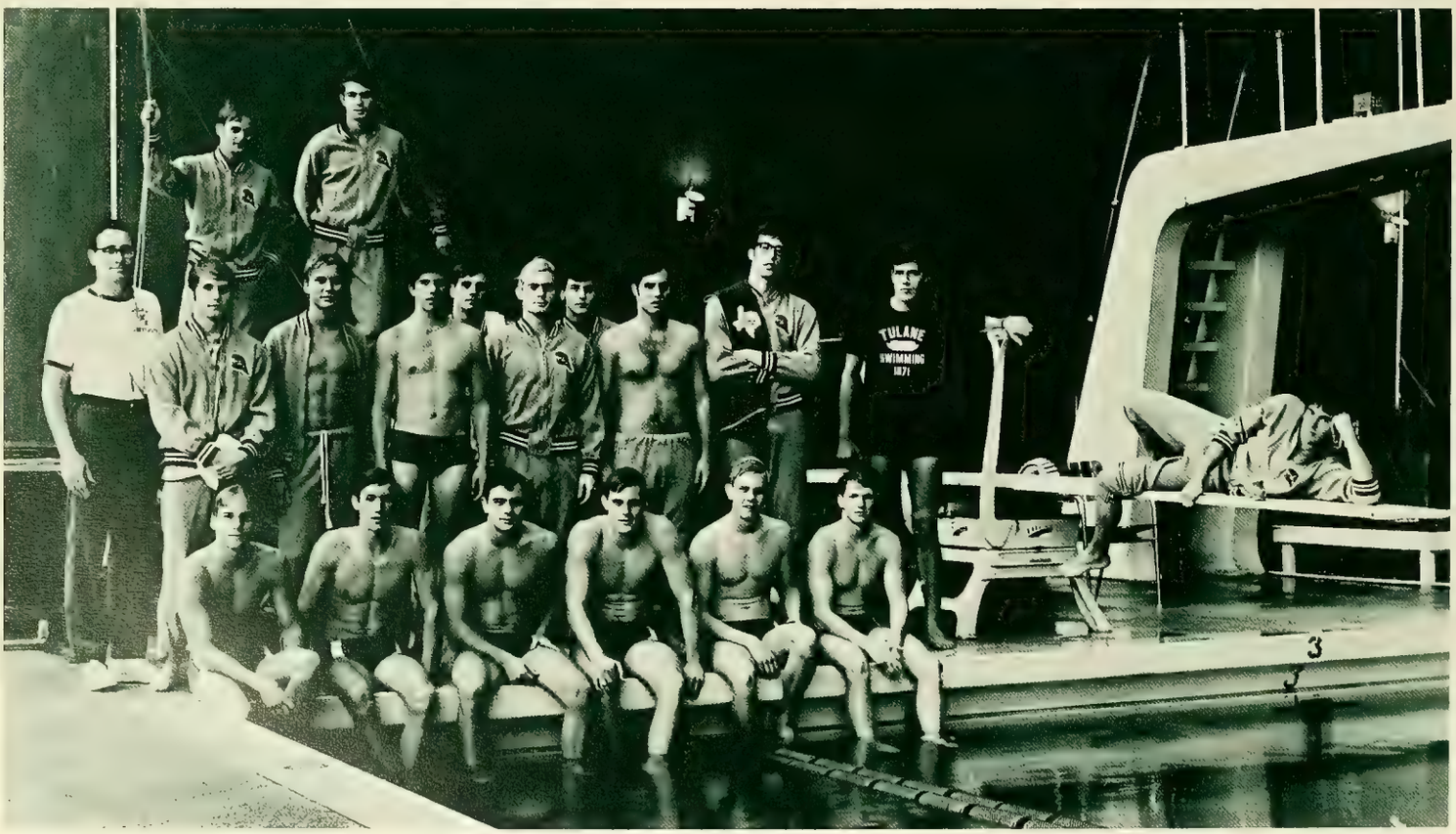


SITTING:
SAM MILNE
CHUCK O'BRIEN
BILLY WEIDNER
DANA ABBOTT
CHAMP HOLLAND
DONNY BARNES

ON THE BOARD:
SCOTT KAUFFMAN

STANDING:
COACH DICK BOWER
HUDSON SMITH
DON SPECK
MIKE MCKEEVER
CRAIG PETERSON
JOHN WILSON
ANDY SMITH
BILL SLOAN
WILEY PATTERSON
JIM HARVEY

ON THE TRAMP:
BOBBY LANGDON
ROBERT FLEMING




TULANE


TULANE





Track

The 1971 track season has to be considered in some respects a great success, yet in others a failure. Three individual school records—one mile, 4:04.4, Bill Brown; three mile 14:27, Taylor Aultman; and shot put, 54'1", Steve Meyer—were set, as well as records in the distance medley and four mile relays. Tulane scored its first-ever victories at both Florida and Texas Relays, with the four mile relay team of Fred Basha, Jud Tomlin, Bob Sahuque, and Bill Brown winning at Florida, and Brown capturing the open mile at Texas.

Now the disappointments: early in the season Coach Oelkers had dreams of a great distance medley relay. Then, at the Astrodome in February, Mark Stonecipher severely



pulled a hamstring, and was lost for the season. Without Stonecipher, the first three legs of Sahuque, Mark Welch, and Brown led, but then lost on the anchor leg as Villanova won in world record time. The distance medley never again materialized with this kind of performance, and proved to be a great source of disappointment for Coach Oelkers as the season progressed. Then later, during the outdoor season, Harry Moon, long and triple jumper, finally getting back in shape after being the victim of injuries for two years, once again suffered a serious injury, a hyper-extension behind the right knee, curtailing his season. At the time of this writing, there are several meets left, and everyone is hoping to improve their performances. Brown has already qualified for the NCAA nationals in Seattle in June.

On the basis of team results, the Greenies once again were weak. I feel that this warrants some explanation. Tulane, being very limited in funds, has never furnished enough money to recruit and sign a real track team. Therefore, Tulane's team consists of a few athletes, usually fairly proficient in their events, but unable to pick up enough points to score well in a team meet. Tulane's team is, for instance, about one quarter the size of LSU's. What might be done about this, I don't know; maybe things will remain as they are, maybe they will improve, or maybe track will eventually be phased out.

Coach Oelkers said that he felt the season as a whole was fairly successful, despite the number of illnesses and injuries which slowed people down (Stonecipher, Moon, Kevin Hammar to injuries, B. J. Lyon and Welch to sickness). He added that he expected improvements in performances during the remainder of the spring season, and that he was enthusiastic about next year, with almost the entire team returning.

Mark Welch added, "I think we need more girls out to watch track practice."

— Bill Brown
A&S '72



SITTING:
BOBBY SAHUQUE
B. J. LYON
HARRY MOON
STEVE BROOKSHER
BILL BROWN
TAYLOR AULTMAN
FRED BASHA
IRWIN MANDELKERN

STANDING:
MARK WELCH
COACH JOHN OELKERS
FRANK MURPHY
STEVE MEYER
MARK HOLT
KEVIN HAMMAR
JUDSON TOMLIN
GARY WEISS

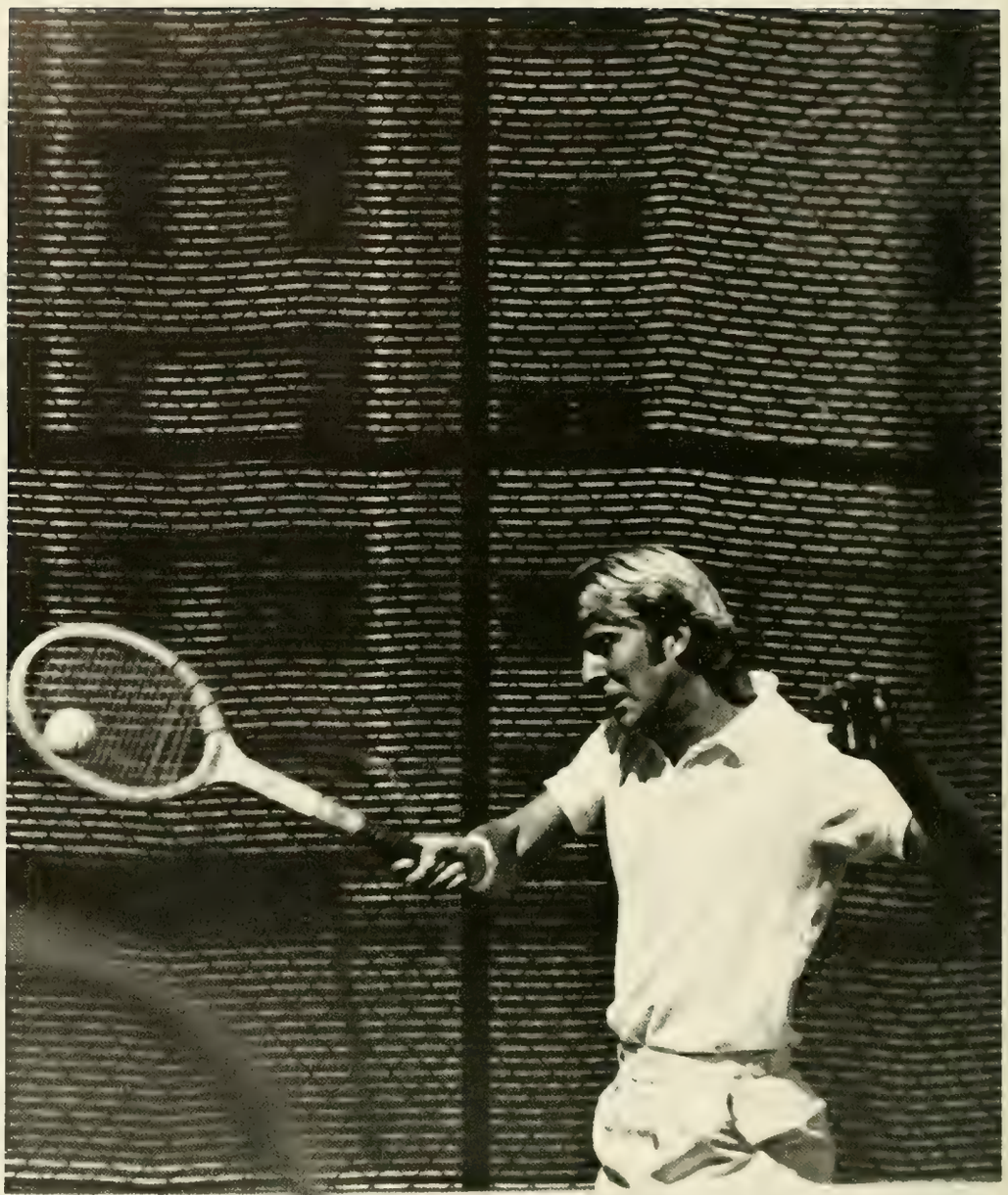
LAPPED:
MARK MARLEY
MARK STONECIPHER



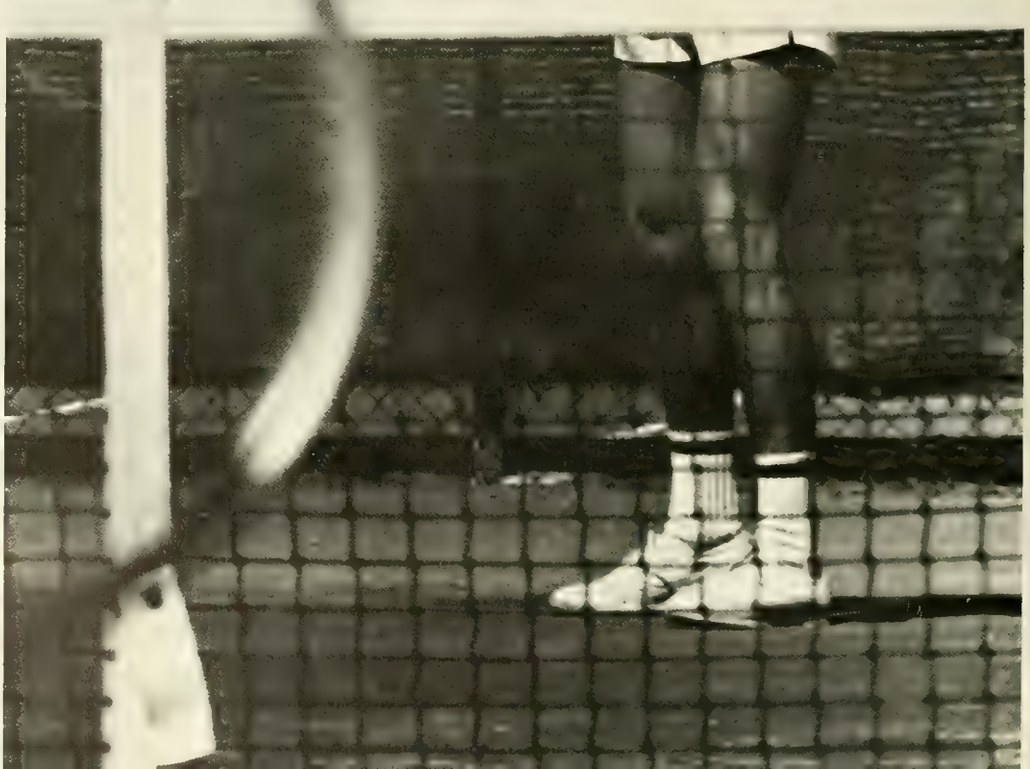

TULANE


TULANE

Tennis



Coach Emmett Pare's netters bounced back from their first losing season in ten years to post a 7-5-1 mark in 1971. The talent drought that has befallen the dean of American college tennis coaches in recent years was complicated by the loss of top singles player John Williams due to a pre-season leg injury. Sophomore Andy Shields came on to post an 8-6 record in the number one singles spot vacated by Williams.



The brightest spot for the 1971 squad was the play of mammoth Sean Terry, a six foot-ten inch freshman with a basketball grant-in-aid, who came on to record a 5-0 singles record and teamed with Alex Coxe for a 9-1 mark in doubles play. After a late start due to basketball competition, Terry moved up to the number three singles spot in winning five consecutive matches. The ability wore thin after these two as Pare, who now has an unbelievable 268-52-18 college coaching record, had to settle for another average season.

—Gayle Letulle
Law '72



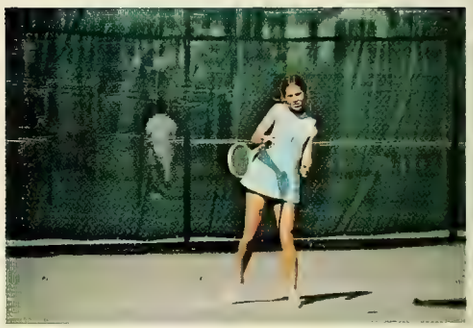
SEATED
ANDY SHIELDS
SEAN TERRY
LINDA TUERO
ALEX COXE
STEVE SCHULTZ

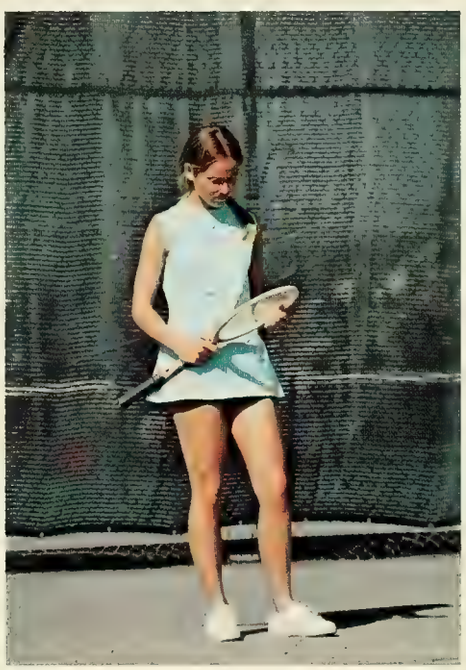
STANDING
MIKE ZYGMUNT
LEON MARKS
JOE GETTYS
COACH EMMETT PARE
ROBIN SANDAGE
MARK HARNER

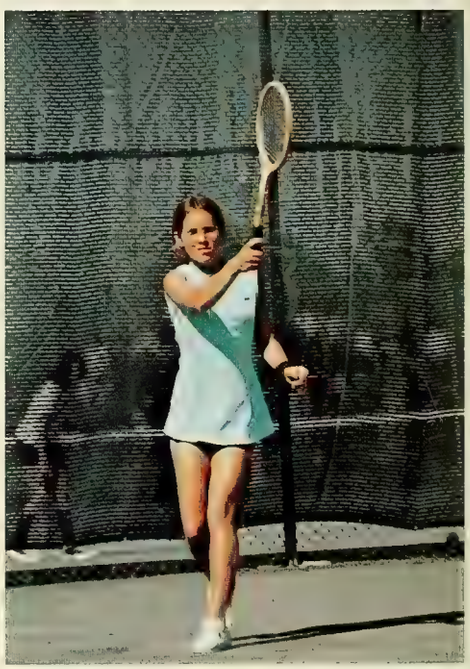


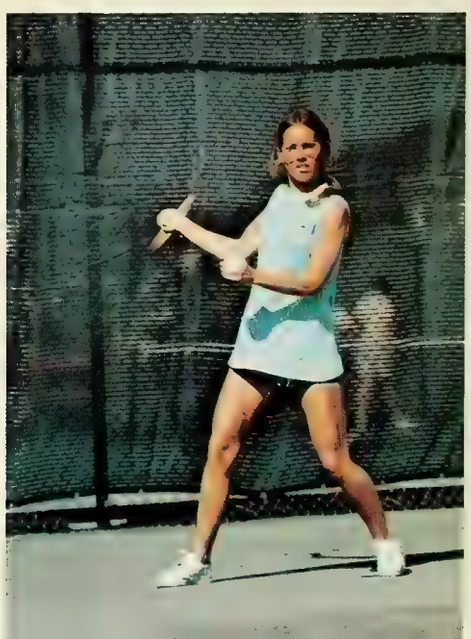












Despite the mediocre seasons which the tennis team has gone through in the last few years, national recognition has once again come to Tulane via the tennis court. Linda Tuero, the first female to receive an athletic scholarship at Tulane, has won three major national titles in the last two years. She won the U.S. Women's Amateur Championship twice, in 1969 and 1970, and then added the U.S. Clay Court Open for Women to her list of achievements last August. Although she is the number two ranked person in the National Women's Amateur ratings at present, she holds only the number eleven spot in the Women's Open Division (this includes professionals). She does have a better record however, than some of the women ranked ahead of her.

Linda's situation is an increasingly difficult one in that she is one of the few girls playing competitively, while still a student. Most of the other women have either never gone to college, or have quit in order to devote full time to perfecting their game. This has been a handicap to Linda's national rankings because she must divide her time between studies and tennis. She loves tennis, but to her, it is a matter of priorities, and right now, she feels there are more important things to accomplish.

Linda is a unique member of the Tulane Tennis Squad in that she is the only girl on it. This had unfortunately, affected her chances of playing frequent intercollegiate matches. Some schools refuse to match their boys against her, while others, like those within the S.E.C. or the Big Ten, are prohibited from playing girls by their conference rules. Because of this, Linda's record as a member of the Tulane team was three wins against no defeats this year, and eight wins and one defeat in three years.

Being the only girl on the squad could present some very frustrating difficulties. The only people she can practice against are boys. Linda readily admits that boys are much better than girls because they are bigger, stronger, and faster. Shots which would have been sure scores against a girl, are easily returned to her by the boys. She must constantly remind herself that had she been playing girls, she would be faring much better.



Outside of these difficulties, Linda has had a tremendous effect on the whole squad. Both players and coach agree that she is an inspiration to all. Coach Pare says of her, "She gives up size, strength, and speed to nearly everyone she plays, yet she seldom loses. She has a wonderful attitude, and wins through her concentration and her will to fight. I know there are times





when this attitude rubs off on the rest of the squad."

As for her teammates, they do not mind playing against her at all. To them, she is just one of the guys And most would rather practice against her than anyone else on the team. She is steady, and returns most shots during workouts. Besides, playing her can often be amusing; she's easy to drop shot.

—Tony Fontana
A&S '72


TULANE




TULANE

"Golf at Tulane remains little more than an exercise in futility, quite the same condition that has prevailed for several years . . . The outlook is bleak." So read the description of the golf team in the 1969 *Jamb*. But since that time the Green Wave golfers have changed coaches, courses, and their losing attitude.

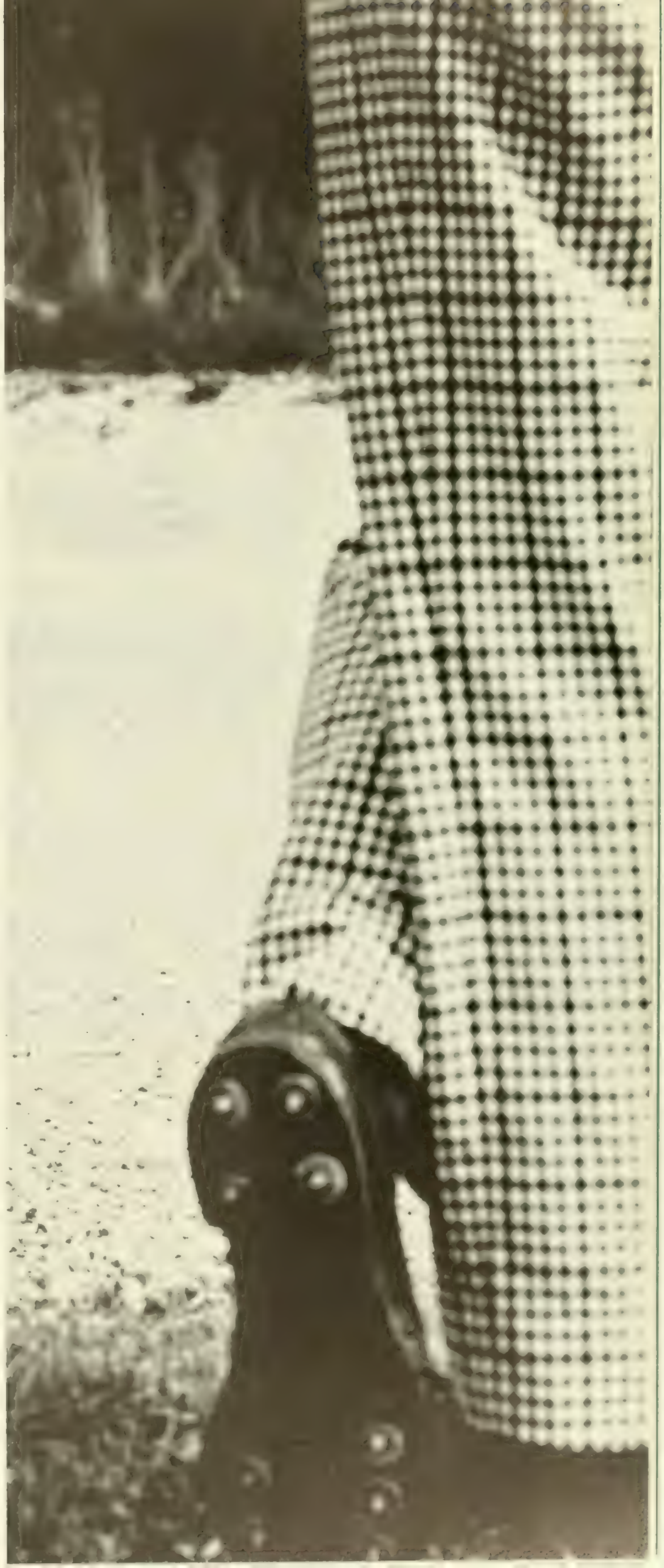
With the hiring of Jim Hart, pro at Lakewood Country Club, golf at Tulane has seen a remarkable resurgence. With four freshmen, two sophomores, and one senior, the Green Wave recorded its first winning season, 14-8, in several years. After a loss to U.S.L. in the early spring, Tulane golfers won nine of ten dual meets. The major highlight of the year was a tri-meet victory over Loyola and L.S.U.N.O. Although tournament golf was not as strong as it could have been, the record was extraordinary for a golf team that had won four matches in the past three years.

Contrary to the words of the 1969 *Jamb*, the outlook has never been brighter.

—Ken Weil
A&S '74







FRONT:
RALPH BRENNAN
JOHN HEYMAN

BACK:
ALAN SPROWLS
MAURY PICHELOUP
SCOTT NICHOLAS
TED BISKIND
COACH JIM HART

TRAPPED:
KEN WEIL



Baseball

Running into a rainless season for the first time in years, the 1971 edition of the Tulane baseball team started and finished strong in posting a 16-10 season record. Coach Milt Retif fielded a young team this year, one that was long on experience, but short on depth. The only seniors in the starting lineup were catcher Butch Raley, second baseman Ned Reese, and third baseman Marty Donovan.
On the mound, the Wave ran into deep trouble. Despite having a fine front line of Bobby Thomas, Chris Winter, and Ed Bernard, the loss of Steve Walton for the entire season left the Wave in a bind for relief pitching. Realistically, the dearth in the bullpen probably cost Tulane four or five victories this year.

For the past two years, Coach Retif had been criticized for not scheduling more games, and thus losing out on the chance to compete in the regional playoffs because other teams had more victories. This year, the 26-game slate was a godsend. With only freshman John Ryan and outfielder Don Hartman available for pitching



FRONT
JOHN MUELLER
DOUG ROBERT
WARD PURDUM
CARY LIVINGSTON
STAN TREITLER
BRUCE BURGA
CHUCK DUNBAR
GARY RAY

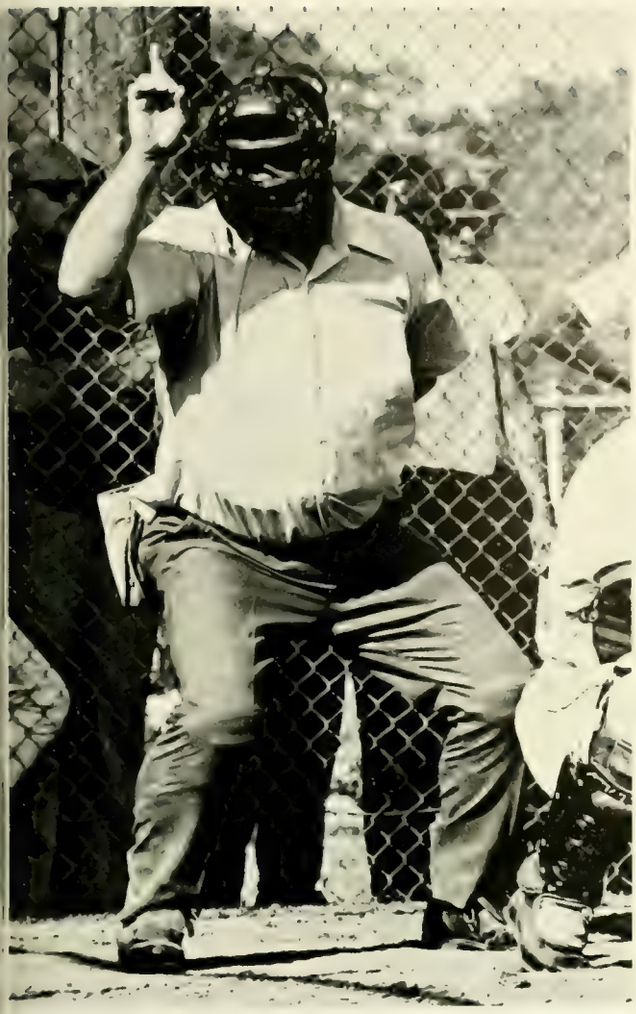
MIDDLE
CURT ZIMMERMAN
STEVE WALTON
BOB THOMAS
DON HARTMAN
TOM GARDNER
JOHN RYAN
CARLOS CESPEDES

BACK
COACH MILT RETIF
MARTY DONOVAN
MIKE ROVAN
GARY STRELAU
EDDIE BARNARD
GEORGE KUBACH
GARY BERNARD
BUTCH RALEY
CHRIS WINTER
BOB WHITMAN
COACH ANDREW GANGOLF
NED REESE




14





duty, the Wave would have been in dire straits with a 40-game slate. Defensively, the Greenies played adequate to good ball all season. One of the bright spots here was the double play combination of Ned Reese and Gary Bernard. Against the Miami Hurricanes, the pair teamed up to initiate three double plays in one game. Overall, however, the Wave had poor team speed, and this showed up several times in the outfield on deep fly balls.

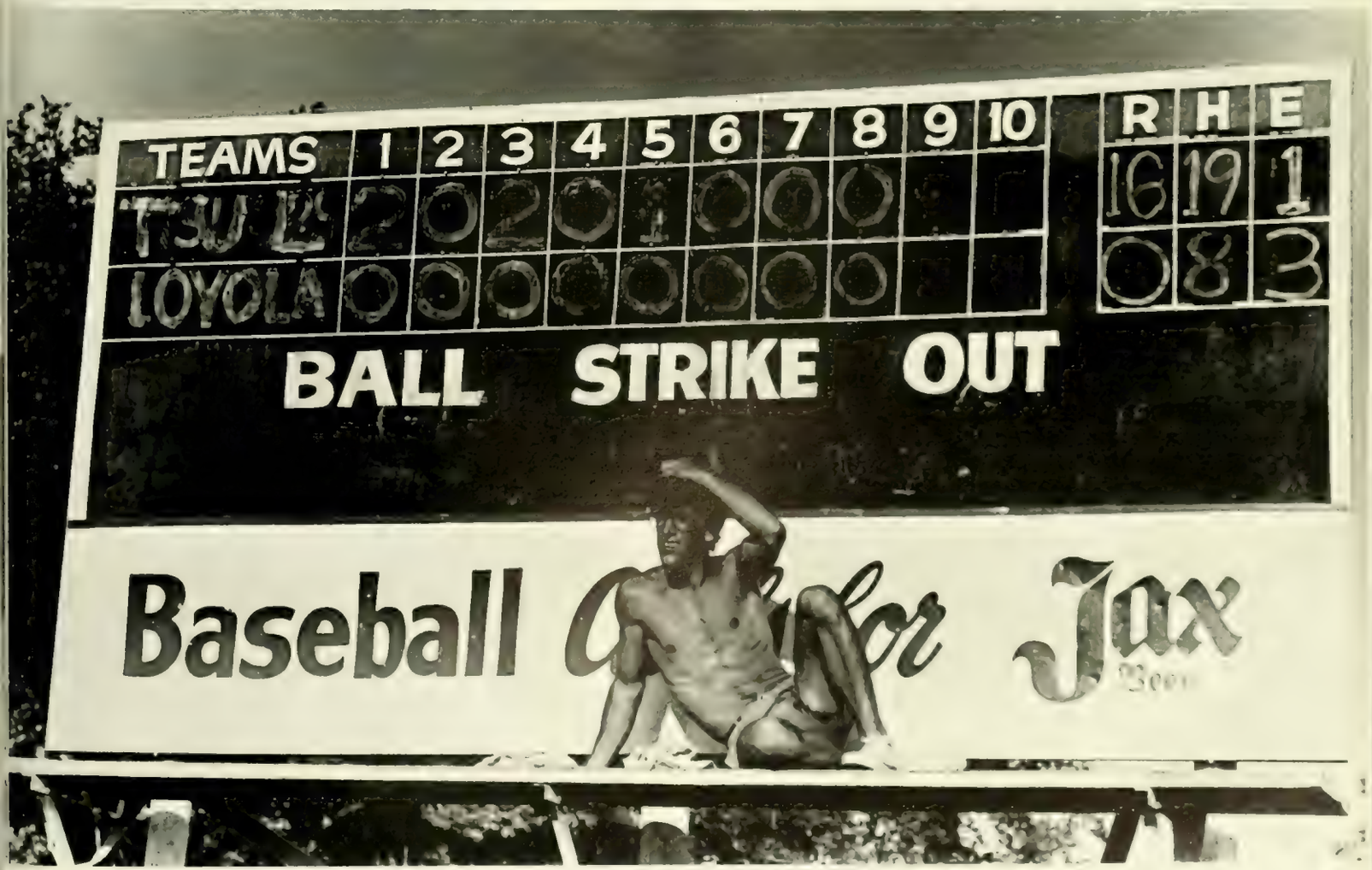
Except for the day when they shelled Loyola for 20 hits and 16 runs, the Wave bats were quiet most of the season. A good example of the ineffectiveness of the Tulane hitters was pitcher Bobby Thomas. He finished the year with a 5-4 record, and had to pitch four shutouts to do it. Three of Thomas' losses came when the Greenies failed to score a run against the opposition.

One bright exception to this blight at the plate was the hitting of centerfielder Cary Livingston, who led the Wave with a .380 batting average, and pummelled the opposing pitcher unmercifully during the second half of the season. In the Loyola series, Livingston had nine hits in 12 at bats with two home runs and six runs batted in. The only other Greenine stickman to hit over .300 was right fielder Don Hartman, who hit .310

Next year could be a tossup for the Wave as ace pitchers Thomas and Winter both graduate. The pitching load would then fall upon the shoulders of John Ryan, Ed Bernard, and whoever Coach Retif can sign this summer. In the infield, Curt Zimmerman and Gary Bernard will be back to anchor the diamond, with Cary Livingston and his bat leading the outfield.

In order to get Tulane back in shape to compete for national honors, Coach Retif will have to do some shoring up for the next season. In addition to the need for more depth on the pitching mound, Retif will have to find some way to get more speed in the outfield and power at the plate. Finally, if he can find a suitable replacement for the departing Butch Raley at catcher, 1972 might be a good season for the baseballers.

—Tony LaNasa
A &S '71





football

T.U.	OPPONENT	
14	TEXAS TECH	21
17	GEORGIA	14
23	ILLINOIS	9
6	CINCINNATI	3
3	AIR FORCE	24
24	N. CAROLINA	17
6	GEORGIA TECH	20
10	VANDERBILT	7
31	MIAMI, FLA.	16
31	N.C. STATE	0
14	L.S.U.	26
17	COLORADO	3

basketball

T.U.	OPPONENT	
77	NORTHWESTERN LA.	88
75	CITADEL	69
100	SOUTH DAKOTA	77
60	HOUSTON	91
89	TEXAS A & M	69
109	INDIANA STATE	96
79	L.S.U.	94
77	WISCONSIN	96
73	PURDUE	94
76	OLD DOMINION	91
66	XAVIER, OHIO	82
79	N. CAROLINA	101
70	TEXAS	74
67	GEORGIA TECH	77
66	RICE	85
88	FLORIDA STATE	69
71	MIAMI (FLA.)	74
66	MIAMI (OHIO)	91
65	VALPARAISO	66
93	L.S.U.	86
81	UTAH STATE	103
85	VIRGINIA TECH	102
97	STETSON	85
93	TAMPA	82
76	MARQUETTE	90
74	GEORGIA TECH	102

swimming

T.U.	OPPONENT	
61	L.S.U.	52
62	RICE	42
59	KENT STATE	54
66	UNIV. of EVANSVILLE	45
66	UNIV. OF MISSOURI (AT ROLLA)	47
36	ALABAMA	77
56	SOUTH FLORIDA	57
65	MIAMI (FLORIDA)	48
63	AUBURN	44
55	UNIV. OF THE SOUTH	51
62	*KENYON COLLEGE	33
50	*SANTA BARBARA	45
51	*MIAMI (FLORIDA)	44
83	*FREDONIA (N.Y.)	12
79	*BLOOMSBURG (PA.)	16
73	L.S.U.	40
60	*E. CAROLINA UNIV. (N. Car.)	53
66	VANDERBILT	47
53	FLORIDA STATE	60
84	GEORGIA TECH	26
2nd	INDEPENDENT SOUTHERN INTERCOLLEGIATE CHAMPIONSHIPS	

**TELEGRAPHIC MEET*

tennis

T.U.	OPPONENT	
4	FURMAN	2
0	RICE	6
4	HOUSTON	3
3	TEXAS	3
9	SOUTH ALABAMA	0
9	WILLIAM & MARY	0
4	MICHIGAN STATE	5
5	MISSISSIPPI STATE	4
5	N.O. LAWN TENNIS	4
4	MISSISSIPPI STATE	5
3	GEORGIA TECH	6
3	FLORIDA STATE	6
6	L.S.U.	2
7	ALABAMA	2

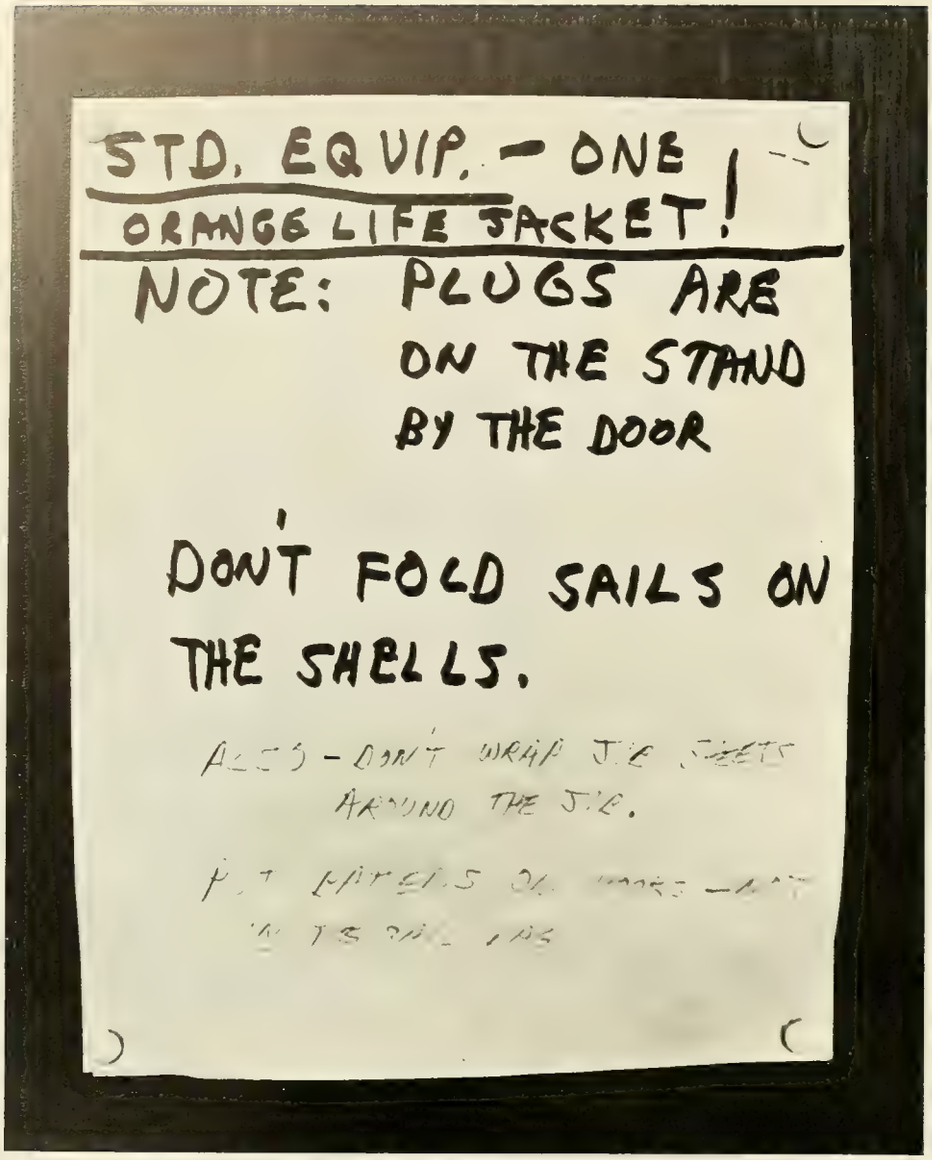


golf

T.U.	OPPONENT	
304	L.S.U.N.O.	290
311	SOUTHERN MISS.	290
311	MCNEESE	331
309	SOUTHERN MISS.	319
308	NICHOLLS STATE	321
9	LOYOLA	18
3rd	NICHOLLS QUADRANGULAR	
307	SOUTHEASTERN	324
309	SOUTHEASTERN	305
309	LOYOLA	313
327	L.S.U.N.O.	307
330	SOUTHWESTERN	298
13th	SENIOR BOWL TOURNEY	
412	SOUTHWESTERN	381
396	MCNEESE	398
16½	LOYOLA	10½
4th	TULANE INVITATIONAL	
401	L.S.U.N.O. 382 S. ALA.	407
401	SOUTH ALABAMA	421
5th	RICE INVITATIONAL	
8th	SOUTHERN MISS. TOURNEY	
301	LOYOLA 303 S. ILLINOIS	308
392	SOUTH ALABAMA	397
381	LOYOLA 383 L.S.U.N.O.	389
5th	LA. INTERCOLLEGIATE	

baseball

T.U.	OPPONENT	
6	SPRING HILL	0
5	SPRING HILL	1
4	MURRAY STATE	3
4	COAST GUARD ACADEMY	1
17	COAST GUARD ACADEMY	1
6	COAST GUARD ACADEMY	3
0	SOUTHERN MISSISSIPPI	2
0	SOUTHERN MISSISSIPPI	10
3	SOUTH ALABAMA	16
1	L.S.U.N.O.	3
9	L.S.U.N.O.	4
1	L.S.U.	3
7	NORTHERN ILLINOIS	4
5	BAYLOR	8
0	BAYLOR	1
1	XAVIER	0
8	XAVIER	3
0	MIAMI, FLA.	4
4	MIAMI, FLA.	3
5	MIAMI, FLA.	7
0	LOYOLA	2
10	LOYOLA	0
4	LOYOLA	2
0	L.S.U.	8
2	CENTENARY	1
1	CENTENARY	0





Sailing

One of the few actively independent groups on campus is the Sailing Club. It's program is mainly centered on teaching interested students how to sail; the teachers are fellow students, and all plans of the club are made by students under the direction of advisor Bob Mason.

The training program has been quite effective this year. Novice sailors were organized into five groups with two skippers permanently at the head of each group. Wednesday night classroom instruction sessions were held along with weekend sails on the lake in Tulane boats. At the end of each semester the skippers organized a novice regatta, giving their students a chance to sail competitively and test their training.

Perhaps the best-known aspect of the Sailing Club is its Racing Team. Composed of the skippers who have become proficient enough at sailing and racing rules to qualify for competition, Tulane's team has been acknowledged as the best in the South and one of the best in the nation. The team has captured the Douglas Cup and the Kennedy Cup in 1970 and again this year, a feat which never before had been done by any school. In our own Sugar Bowl regatta, the Tulane team placed second only to San Diego State College, whose sailors specialize in dinghy sailing. Tulane will again send a team to the North American Dinghy Championships to be held in Annapolis, and also to the Women's Nationals at the Coast Guard Academy. Both contests are for national championships.

—Sylvia Yous
Newcomb '





1 GREG BERTUCCI
2 JOE JACKSON
3 SYLVIA YOUNG
4 TOM PLANCHARD
5 BILLY BUDD
6 BILL TARNEY
7 DAN NASH
8 LOUIS SWANN
9 CAPT AHAB
10 CLIFF GRIM

11 POPEYE
12 CAPT HOOK
13 MIKE RELIHAN
14 OLIVE OIL
15 MARGO BRETZ
16 VAN BOYETT
17 MARCIA GUMPERTZ
18 JOHN ORR
19 PAT BOYLSTON
20 CLAY DORRIS
21 JOE DAVENPORT
22 ROB ROBINSON
23 WARREN TRASK
24 BOB RUDERMAN





At Newport, Rhode Island, the rallying cry of the 1970 America's Cup was "Ficker is Quicker." It was inevitable that intercollegiate sailors modified that to "Dane's a Pain." After all, lots of people have fathers who sail; lots of people have lived near a lake all of their lives; lots of people have associated with some of the top sailors in the country and learned from them; but it seems that only John Dane, III has used all of these effectively enough to be called "America's brightest hope for the 1972 Olympic gold medal in sailing" by everyone from *Sports Illustrated* to the *Washington Post* to our own *Hullabaloo*

Sailors have been putting up with the civil engineering junior from Tulane since he won the 1967 Sears Cup, representative of the North American junior sailing championship. He first created waves in intercollegiate circles by earning regatta low point skipper in the 1969 North American Dinghy Championship when just a freshman. Since then, Dane and his crews from Tulane have handed bitter defeats to the top collegiate sailors and dominated intercollegiate large boat competition by winning the Douglas and Kennedy Cups for the past two years.

The Douglas Cup, collegiate counterpart of the America's Cup and the intercollegiate match-racing championship, is sailed in Columbia 26's in Long Beach, California. The record of the Tulane team in attaining these two championships is 14 wins and no losses

The Kennedy Cup is sailed at Annapolis, Maryland, in 44 foot yawls, and is the symbol of the intercollegiate big boat championship. The two victories in this event are won over 20 of the finest intercollegiate sailing teams in the country.

But Dane is a pain as far as the rest of the sailing world is concerned, too. For starters, he won the 1969 North American Soling Championship, the Canadian Soling Championship, and the 1970 British Soling National Championship. He finished as runner-up in the 1970 World Soling Class Championship having defeated that legendary Dane, Paul Elvstrom. But Elvstrom got his revenge when he forced our Dane to take second place in the Olympic preview, Kiel Week Soling competition in Germany. It must be pointed out, however, that most people simply consider Elvstrom as the best sailor in the world today

John does relax periodically, though. Consider the summer of 1969 when he won the World Windmill class competition. As much as anything, he did it for a friend who wanted to sell the championship boat. Or there is the month he spent in Australia, all expenses paid, crewing for a friend in the Flying Dutchman World Championships

It's fairly clear that John deserves his two year title of collegiate sailing All American and that Tulane can be justly proud of "Our Great Dane."

—Kathy Kein
Newcomb '72





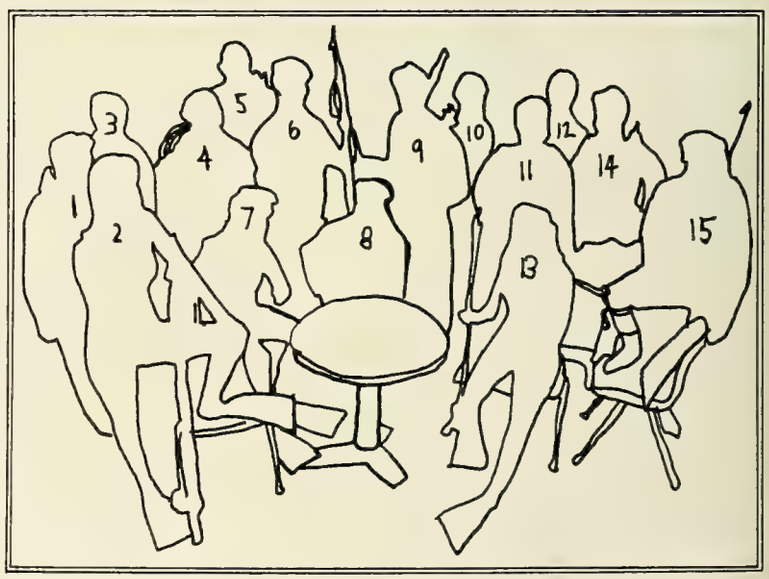
Scuba

The Tulane Scuba Club was formed at the beginning of the spring semester in 1970. The nature of the sport in this area made diving either inaccessible or prohibitively expensive except when attempted in fairly large groups. It was felt that formal organization would facilitate communication among the divers on campus. The club made several dives in the gulf off the coast of Louisiana that year, but because of the late start and the early end of the semester, there was little time to establish the necessary foundations for an efficient organization.

This year, the club has expanded substantially. Although the membership is not large as yet, the present members are active and enthusiastic about the club and the sport. A number of diving expeditions took members to the Florida Coast at Destin, Pensacola, Tampa, and the Florida Keys, as well as to Florida's inland springs and rivers. In addition, the club has made one dive in the Carribbean off the coast of British Honduras and has another such trip planned for the end of this year.

Aside from the recreational aspects of the club, however, it has a much more serious and vital function. Through the use of films and research on new techniques and equipment, the club helps keep its members informed about the latest advances in diving, making it safe to enjoy the sport. In addition to helping one another, the club members are active in assisting with scuba classes held at Tulane. This activity, besides aiding the novice divers, and keeping the club members in touch with the very latest and most professional information, serves as a promotional effort since these classes are the club's main source of membership. About thirty to forty percent of the students in the classes will become active club members, and by the end of the year, they will probably boost active membership to around fifty students.

—Jim Harvey
A&S '72



1/JAMES MCNEAL
2/CATHY TRUSCOTT
3/FRED BELL
4/CARL LEEDY
5/DOUG JOHNSON
6/JAMES MOERS
7/MIKE RACHELSON
8/PHYLLIS NUGENT
9/JAMES HARVEY
10/MIKE KNAPP
11/ROGER FIELDS
12/JEFF FLATER
13/LISA GOLDBERG
14/ERIC HITCHCOCK
15/NIK BEDNARSKI

1/TONI KNORR
2/NANCY PATTERSON
3/VICKY SHERROUSE
4/PEGI BALLENGER
5/JILL DUNCAN
6/PRISSY STEWART
7/JILL STUART
8/MURIAL PLAMGREN
9/JANE FAULKNER
10/MUFFIN MAYER
11/KAY HAAS
12/VICKI REIKES



The Barracuda Club originated in 1945 primarily as a class in water ballet, emphasizing water skills such as synchronized stroking and floating. Recently, the group has been reorganized as a club. Competitive tryouts have produced greater team strength and enthusiasm for the art form as a means of creative expression. As such, the emphasis has moved from a "sport" club to a competitive team. By participating in the Southern Aquatic Art Symposium in Greenville, South Carolina, in November, the Barracudas worked with teams from other universities and were introduced to new ideas in synchronized swimming. This was a year of experimenting with various approaches to creative expression in the water. After thoroughly researching the history of voodoo in New Orleans, a seven-member team performed during the Easter break in the International Festival of Aquatic Art in Cedar Rapids, Iowa. Their number "Voodoo Rites on the Bayou" was enthusiastically received by critics and audience alike.
This year, funds were utilized to improve the program by purchasing necessary training equipment and costumes. The 1971-72 program includes several team competition trips and a spring show. The Barracuda Club is especially interested in incorporating strong male swimmers for mixed duets and team numbers. This idea will provide new challenges for the club.

—Jill Duncan
Newcomb '73

Barracuda



J. Wayne Anderson
David A. Marcello
James A. Hayes



National Moot Court

The National Moot Court is an annual competition in which the participating teams, representing more than 100 law schools from throughout the nation, argue a moot point of law before a panel of judges. The case is presented as an appeal to the Supreme Court of the United States. The question for 1970-71 involved a defamation of character suit in which a journalist claimed a right to withhold the names of his confidential sources of information.

The competition is staged in two phases, the first being a series of regional competitions throughout the nation. This year the School of Law hosted the regional competition for Region VII—a region comprised of several Southern states. The moot court team representing Tulane advanced from the regionals into the final rounds of competition in New York. The team advanced to the semifinal round, after having been paired against Nebraska, Stanford, and Northwestern University. Tulane was defeated in the semi-final round by Ohio State, the ultimate winner of the competition.

J. Wayne Anderson
Law '71

Debate

In 1848, with a donation of $500 to establish an award for outstanding elocution on campus, the Glendy Burke Society was founded. The donor was a local businessman, a contemporary of Paul Tulane. The Glendy Burke Debate Society is the oldest debate in the South and the third oldest in the nation. It has a long tradition and claims many famous alumni.

Glendy Burke began this year in a rebuilding program, but by the time mid-season came along, Tulane had already established itself by a strong winning trend. The argumentation centered around the topic of Federal wage-and-price controls, with intercollegiate competition done at the tournament level.

The tournaments attended this year included Middle Tennessee State, LSU, Emory, Samford University, Louisiana Tech, and the Citadel. Significant among the awards received this year are quarter-finals at the Citadel (losing to nationally ranked West Georgia), third at Samford (defeating Ohio State, but then losing again to that same West Georgia team); and first at Louisiana Tech. Analysis and organization are stressed in the speaking, with tournament competition providing the forum to perfect these skills.

Besides travel and competition, Glendy Burke also sponsors the Mardi Gras National Invitational Debate Tournament, with more than 50 teams from all over the country participating in the four-day session. This year's winner was Oklahoma City University, with Loyola of Chicago finishing second.

With the teams of Hickok & Pinnolis, and Shea & Buras returning, Glendy hopes to expand its success by developing a program for all those interested in intercollegiate debate. An important step in this development would be a return of the Glendy Burke Debate Scholarship now being withheld by the Admissions Office. Obviously, more than the promise of a "good education" is needed to attract top high school debate talent. Tulane debate looks to a stronger future next year with a core of experienced debators plus new members drawn by the hope for debate scholarships.

—Floyd Buras
A&S 72



LARRY SHEA
JULIE NICE
FLOYD BURAS
MIKE HICKOK
PAM JACKSON, COACH
MIKE PINNOLIS

Soccer







Since its establishment in 1962, the Tulane Soccer Team has posted nine consecutive winning seasons. It has progressed from a small club playing exhibition-type, promotional games, to a team of over 30 members competing in full-scale collegiate competition.

Five times in the last six years, Tulane has carried off the championship trophy for the Gulf Coast Soccer League. The last four years have produced a cumulative record of 42 wins, nine losses, and seven ties.

After a rather slow start which produced frustrating ties in three of the first five matches, the fortunes of the team progressed steadily until its record was 11 wins, two losses, and three ties. Both losses came at the hands (or feet, rather) of non-collegiate opponents.

Although the Soccer Team enjoys its identity as an athletic club, its lack of funds forces the members to pay for equipment and traveling expenses from their own pockets. In addition, the club must often scrounge or wait for a field, rating a mere third place behind both intramural and fraternity endeavors. In spite of these usual problems, however, the team does promise another successul season next year.

—Fred King



FRONT:
PAUL MATLIN
MARK ROGERS
TONY BONO
MUHAMMED BIZANTI
JIMMY STONE
VICTOR LUNYONG
CARLOS BAUMANN
AGELI ELMERI
IVAN DIAZ
MARK FELL
FRED KING, COACH

BACK:
DON SOMMERS
TIM HUMMEL
REINALDO CASTILLO
STEVE KORBECKI
ROBERTO OWEN
REINER ERNST
SEAN GALVIN
RICK HEBLER
BOB ABRAHSON
RICHARD HARRIS
STEVE TROXLER
JIMMY SAN MARTIN
FELIPE WOHL

COULDN'T MAKE IT
VINCENTE CALABRESE
PAUL SILLS
ROB BURRILL
ALI RIAHI
INGO FORTH
DENIS DIEGO









GROUNDED:
MIKE ELLIS
MIKE WELLFORD

KNEELING:
KEN ROY
MIKE KEYES
CHARLIE MONNOT

COACH FRED KING
KEN MULLINS
MIKE ELLIS
DENNIS WUICH
BOB EDMUNDSON
GEORGE STELLINGS

STANDING:
JEAN CREZ
CHARLES DE ST. CROIX
BOB WAGMAN
BRIAN TRAVIS
ARNOLD DUPISANI
STAN SMITH
RUDICK MURPHY

JOHN MERRILL
MIKE MARFIT
JOHN HOWELL
LEE LATIMER
GREG EATON
BRUCE HUGHES
BOB ANCIRA



Rugby



The Tulane Rugby Team brought its season to a close with a successful record of 12 wins and four losses. Tulane's team was well-seasoned with veterans this year. With the anchors of a strong scrum, averaging six feet and 200 pounds each, the scrum utilized effective ball control, allowing the backs to exhibit strong running, speed, and depth. On the whole, Tulane fielded one of its best balanced teams ever, as evidenced by its winning record.

Significant victories included an 11-3 win over archrival LSU, a gruelling 6-0 victory over the inventors of the game, the British from the H.M.S. Jupiter, and finally taking a second place in the highly competitive Mardi Gras Tournament, over such teams as Houston, Waterloo (Canada), University of Toronto, Clemson, Memphis, and the University of Wisconsin. With its impressive record, Tulane finds itself in the top 20 teams in the nation.

The rugby team has a bleak future unless it can recruit a significant number of undergraduates to fill the ranks of the 20 or so veterans leaving in the next two years. With the concerted effort of a recruiting program next September, hopefully Tulane will be able to field two teams where everyone who joins will play. With better organization next year, and an extensive publicity campaign, the merits of next year's team will be spread on campus and throughout the city.

—Rudick Murphy
A&S '74



Pan-hel

Basketball—Zeta Beta Tau; *Bowling*—Zeta Beta Tau; *Touch Football*—Sigma Alpha Epsilon; *Golf*—Sigma Nu; *Handball*—Kappa Sigma; *Softball*—Zeta Beta Tau; *Track*—Sigma Nu; *Swimming*—Sigma Alpha Epsilon; *Volleyball*—Alpha Sigma Phi

Intramurals

CAMPUS & DORM LEAGUE CHAMPIONS: *Badminton*—Jay Schiller (A & S), Gary Rosmarin (Phelps); *Basketball Free Throws*—Kenny Davis (Navy R.O.T.C.), Will Rodriguez (Irby); *Basketball*—Law School, Irby; *Bowling*—ACT, Irby; *Chess*—Michael Ballotti (A & S), Eric Jones (Derickson); *Cross Country*—Bill McCray (Air Force R.O.T.C.), Mike Willoughby (Phelps); *Duplicate Bridge*—Anthony Ng and Alvin Aubry (Med School), Arnie Ricker and Ron Beelman (Creighton); *Field Goal Kicking*—Ken Ducote (Newman), David Hollander (Phelps); *Touch Football*—Navy R.O.T.C., Phelps; *Golf*—Charles Rosen (Navy R.K.T.C.), Gary Saginor (Irby); *Handball*—Robert Thompson (A & S), Tom Assad (Irby); *Pool*—Hugh Manson (Engineering), Gary Saginor, (Irby); *Soccer*—Engineering, McBryde; *Softball*—Navy R.O.T.C., Irby; *Squash*—Russ Mericle (Business School); Dan Nash (Ayres); *Swimming*—Medical School, Irby; *Table Tennis*—Jeff Wiener (A & S), Bob Griffin (Derickson); *Tennis*—Steve Foldes (Law School), Gary Rosmarin (Phelps); *Tug-O-War*—Navy R.O.T.C., Phelps; *Volleyball*—Newman Club, Irby.





Rugby

T.U.	OPPONENT	
6	PENSACOLA	3
8	SPRING HILL	0
13	SPRING HILL	8
6	H.M.S. JUPITER	0
6	HAMMOND R.F.C.	5
3	L.S.U.	15
6	HAMMOND R.F.C.	0
0	SPRING HILL	13
11	L.S.U.	3
9	SPRING HILL	0
5	HAMMOND R.F.C.	6
14	LOYOLA	3
19	LOYOLA	3
2ND	*MARDI GRAS TOURNAMENT*	
27	CLEMSON	0
21	MEMPHIS	6
11	PALMER	40

Sailing

WOMEN'S NATIONAL INTERCOLLEGIATE SAILING CHAMPIONSHIP	
ANNAPOLIS, MD.	6th
BALDWIN WOOD	
NEW ORLEANS, LA.	1st
DOUGLAS CUP	
LONG BEACH, CAL.	1st
NEW YORK INTERSECTIONAL, NEVINS TROPHY	
GREAT NECK, N.Y.	11th
TEXAS A. & M. INVITATIONAL	
HOUSTON, TEX.	1st
S.E.I.S.A. KEELBOAT CHAMPIONSHIP	
NEW ORLEANS, LA.	7th
SUGAR BOWL	
NEW ORLEANS, LA.	2nd
WINDJAMMER	
NEW ORLEANS, LA.	1st
ST. PETERSBURG INVITATIONAL	
ST. PETERSBURG, FLA.	2nd
KENNEDY CUP	
ANNAPOLIS, MD.	1st
WESTERN ELIMINATIONS, S.E.I.S.A. DINGHY CHAMPIONSHIPS	
FORT WORTH, TEX.	1st
S.E.I.S.A. DINGHY CHAMPIONSHIP	
NEW ORLEANS, LA.	1st

Soccer

T.U.	OPPONENT	
1	RICE	0
2	L.S.U.	2
1	LOYOLA	1
1	U. SOU. MISS.	0
3	L.S.U.	3
4	L.S.U.N.O.	2
2	°H.M.S. JUPITER	7
3	°OLYMPIA SOCCER CLUB	2
7	DELGADO	2
3	L.S.U.N.O.	2
1	°PENSACOLA N.A.S.	3
3	DELGADO	1
4	L.S.U.N.O.	3
3	DELGADO	2
5	L.S.U.N.O.	2
6	DELGADO	2

(°Non-league Exhibition matches)

Student Senate

A major concern of the 1970-71 Student Senate has been that of communications within the University community. At the level of communication among the students themselves, the Senate's primary weapon was the "Yellow Lorries," a one-page publication of the Student Senate Office distributed several times monthly. Besides giving notice of the various Student Senate activities, the "Yellow Lorries" contained items of community and national concern which were felt to be of interest to the students. Another approach to this student-to-student contact was the development of working relationships between the Student Senate and the student governments of the 11 colleges of the University, especially with those such as University College which, prior to this year, had had no organized student government.

At the level of communication between the students and the other groups of the University, the Student Senate initiated the "University Forum" series and strove for greater student participation in the University governance process. The forums, held once each week, allowed the students to air their gripes about chronic University problems and to discuss them with various members of the faculty and the administration; topics such as University Food Services, housing, the Health Service, the drug situation nn campus, and the University's financial crisis were typical.

Students, this year, also found themselves with a greater voice in University governance. For the first time, students, through three non-voting representatives, were given direct access to the Board of Administrators. Students served as voting members of 13 University Senate committees, and four students, elected from the Student Senate, served as voting members of the University Senate. Through such representation, the Student Senate was able to communicate its views on all matters of concern to the University and especially those having to do with student life. The five student representatives on the University Senate Committee on Student Affairs were able to hammer out agreements concerning the student Senate's and Student Welfare Committee's recommendations concerning the co-residence dorm and the 24-hour visitation proposals; the Student Senate in conjunction with the Student Affairs Committee also helped draft a new Student Conduct Code. The Student Senate's traffic and parking proposals, aimed at discouraging unnecessary parking on campus, were dealt with favorably by the University Senate Committee on Traffic and Security. As a result of action taken by a student representative on the Committee on Academic Ceremonies, President Longenecker has agreed to consult with various student body leaders in the selection of future commencement speakers. A last effort made by the Student Senate in attempting to deal with the problem of communications between students and the administration was the sponsoring of arrangements whereby various members of the Board of Administrators had breakfast with students at C.R. and Bruff before their May 6th meeting.

What else has the Student Senate done this year?

1) brought the campus a 5¢ Xerox machine,
2) sponsored Clothing and Blood Drives,
3) made its views known (to "Big John", the N.O. City Council, etc.) about the proposed Mississippi River Bridge,

k 4) donated $50. to the Kent State Legal Aid Defense Fund,

5) sponsored (in conjunction with LSUNO) an Educational Reform Conference,
6) sponsored a student body referendum on the Peoples' Peace Treaty,
7) donated $60. to help the campaign for passage of the city bond issue for the construction of a new Parish Prison,
8) sponsored on May 5th a Memorial Service on the quad in memory of those killed in Vietnam, at Kent State, and at Jackson State,
9) provided free food for several thousand Mardi Gras guests, provided sleeping space on the quad and under the stadium, provided student marshals to assist the extremely cooperative Security Force, provided daily Mardi Gras information bulletins, and kept the Student Senate Office open and operative 24 hours a day during the Carnival period, and
10) sent Spiro T. Agnew a thesaurus.

—Jane Zimmerman





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Ralph Wafer
V.-P. Administration:
Leon Trice
V.-P. Finance:
Ken Levine
Secretary:
Jane Zimmerman
U. C. Board President:
Sonny Wiegand
C.A.C.T.U.S. Chairman:
John Carey

SENATORS:
Architecture:
Alvin Cox
George Miller
A & S:
Brian Bash
Bruce Berger
Jerry Clark
Bruce Feingerts
Mike Florie
Rony Fontana
Chuck Leaness
George Nelson
Steve Schuster
Hugh Taylor
Gary Weiss
Engineering:
Lea Crump
Jim Koontz
Jack Laborde
Dave O'Brien
Graduate Business:
Chuck Gazanek
Jim Hansen
Graduate Medicine:
Geoff Land
Diane Mordaunt
Ken Olander
Graduate School:
Bob Albergotti
James Edson
Bonnie Keller
Brian Moran
Bob Raich
Law:
Glenn Bradford
Dan Del Priore
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Medicine:
Scott Kellermann
Bill LaCorte
J. T. McQuitty
Jack Roniger
Newcomb:
Barbara Dickson
Daniele Dutry
Jill Ehrenburg
Susan Fife
Barbara Hall
Cathy Nelson
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Marion Shostrom
Public Health & Trop. Medicine:
Dr. John Harrell
Roseann Loskill
Social Work:
Sue Kingston
Karen Lewis
University College:
Richard Berry
Frank Jones
Dale Ladnier
Norman Pendergrass
Eve Valentine
Yvonne Vonderhaar
Steve Welsh

COMMITTEE CHAIRMEN:
Academic Affairs—John Barnett
Alumni Relations—Sonny Wiegand
Awards—Jim Lee
Elections—Dan Del Priore
Publicity—David Bauman
Special Projects—Mike Weinstock
Student Welfare—Chuck Leaness

I.F.C.



Brotherhood throughout the fraternity system has taken on added meaning as each fraternity has closely scrutinized and re-evaluated its ideology. As a result, the social base upon which every fraternity was founded has been broadened to embody the academic, political, and cultural dimensions which are so important to our time. Fraternity is no longer a social entity, but a vital complement to university life.

In an age of war and social unrest, fraternities afford students a home away from home; a sounding board upon which opinions can be shared, and convictions confirmed. The individual, his needs, his likes, and his dislikes have become the focal points of fraternity policy. For this reason, the microsocial environment that fraternity offers has been instrumental in establishing a meaningful direction for its members whose bewilderment and frustration has resulted in apathy. Fraternity is remarkably sensitive to change, a change that each individual member can effect.

Recognizing the need for individual autonomy on the fraternity level, the Interfraternity Council has abandoned its role as a governing body, and has established itself as a service organization. We believe that the laissez-faire atmosphere under which the fraternities now function is vital to their relevance as a social brotherhood.

—Gregory Bertucci
Chairman, Tulane I.F.C.

SEATED:
PAT HERRINGTON/SIGMA NU
BENNY EICHHOLZ/ZETA BETA TAU
DR. K. RIESS, ADVISOR
JEFF KINSELL/SIGMA ALPHA EPSILON
STEVE WEBB/SIGMA PI
DAN MAUTHE/SIGMA PI
STEWART KEPPER/SIGMA CHI
SID MARLOWE/SIGMA NU
GREG BERTUCCI/SIGMA ALPHA EPSILON
ALAN STEWART/DELTA KAPPA EPSILON
ALAN LAX/PHI KAPPA EPSILON
JOHN BRADLEY/PHI KAPPA EPSILON
CHUCK BRENT/BETA THETA PI
BOB GREENSTEIN/TAU EPSILON PHI
JIM WITHERSPOON/KAPPA SIGMA
BEN BIALICK/ALPHA TAU OMEGA

STANDING:
GEORGE MCGOWIN/ALPHA SIGMA PHI
MIKE CLADWELL/KAPPA SIGMA
CHUCK MAGILL/ALPHA TAU OMEGA

IN ABSENTIA:
JEFF ARMITAGE/SIGMA CHI
JOHN BAEHR/DELTA TAU DELTA
BRUCE BERMAN/SIGMA ALPHA MU
BOB IRUINE/DELTA TAU DELTA
SANDY WEBB/PI KAPPA ALPHA
BILL WEBSTER/KAPPA ALPHA

Newcomb Panhellenic



FRONT:
JEAN BEUTNER/ALPHA DELTA PI
BONNIE MOULTON/PHI MU
NANCY SWIREN/SIGMA DELTA TAU
MARCIA BENNETT/PI BETA PHI
KAREN MEADER/PHI MU
RONA SIMMONS/PHI MU

BACK:
CARMEN CRAMER/PI BETA PHI
JOAN CLONINGER/KAPPA KAPPA GAMMA
FRANCES PAPPAS/ALPHA OMICRON PI
ANDI SERVOS/SIGMA DELTA TAU
PATTY HAUSER/KAPPA ALPHA TAU
BETSY KEYES/ALPHA OMICRON PI
MIMI SCHAUB/ALPHA OMICRON PI
DALE DANE/CHI OMEGA
CATHY BOUDREAUX/ALPHA DELTA PI
PATSY FRIEDLER/ALPHA EPSILON PHI
PAT PRINS/ALPHA EPSILON PHI
KAREN CONLEY/PI BETA PHI
ANDREA RICARDS/CHI OMEGA
JENNY JACKSON/KAPPA KAPPA GAMMA
BETH CHILDRESS/KAPPA KAPPA GAMMA
KAREN LAUTZ/KAPPA ALPHA TAU

Individualism is the emphasis—saying what you want to say, doing what's right for you, being yourself—conformity being ostracized and rejected. Verbal expression and action are expected of today's students. Each issue demands a stand; the war, ecology, abortion, drug control. The perpetual question is "what do you think?"

This continuous bombardment and exposure to new ideas necessarily precipitates a striving toward self-knowledge and understanding, achieved most readily through casual, impromtu discussions. The sorority house affords the friendly atmosphere needed for discovering and developing oneself. Expressing how and what you feel without great apprehension, having a feeling of belonging and a warmth away from home, and of primary significance, the absense of apathy, only accomplished by individuals working together.

Newcomb Panhellenic Council exists only to coordinate sorority activities through cooperation. Restrictions on behavior and ideas are not the purpose of the Panhellenic. Panhellenic's aim is the development of interpersonal relationships. As long as individuals seek friendships, sororities will survive.

—Frances Pappas
Vice-President,
Newcomb
Panhellenic






TULANE
GREEN WAV

JAMBALAYA 1971

EDITOR

MATT ANDERSON

PRINCIPLE ACCOMPLICES

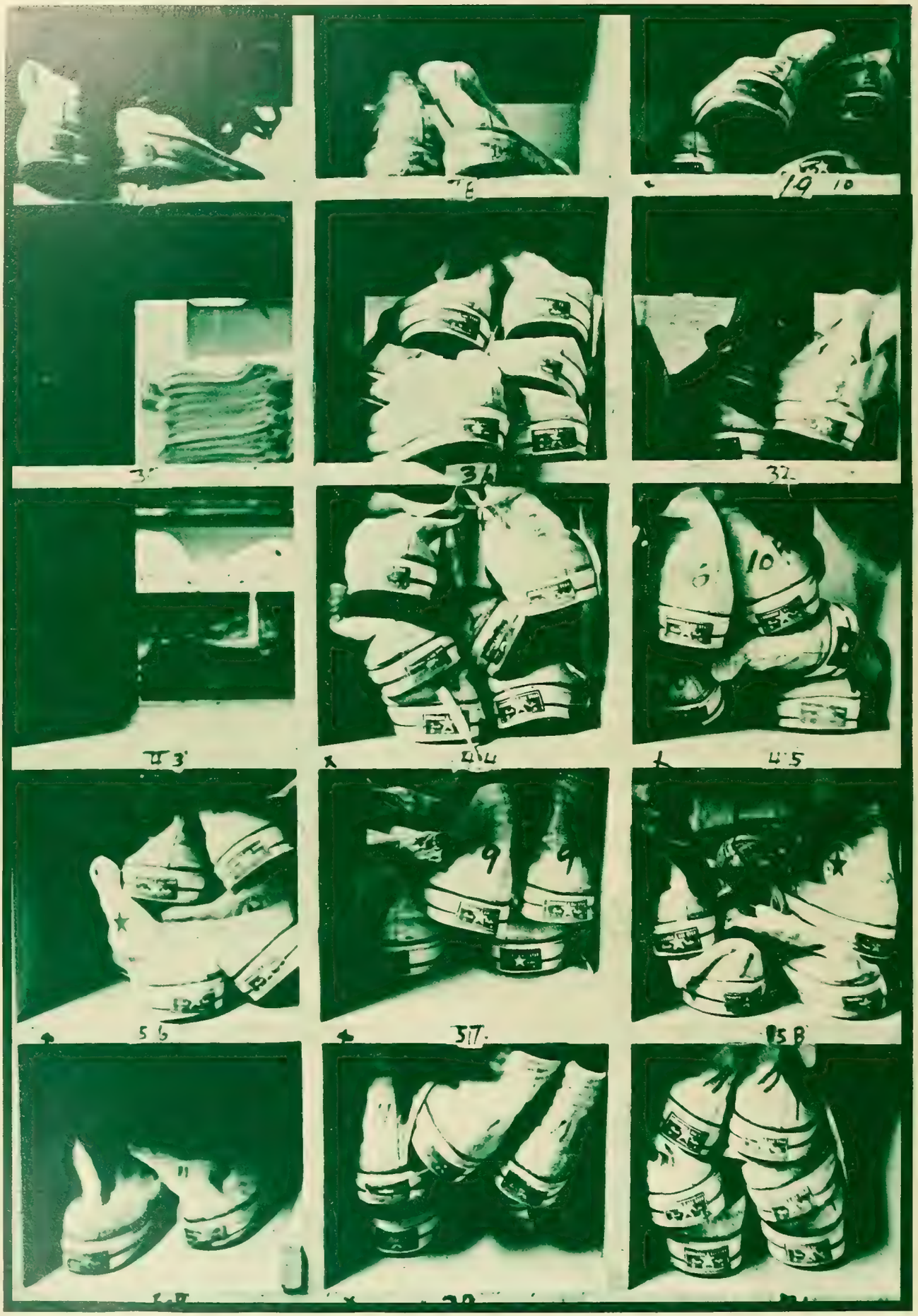
FRANCISCO ALECHA, WYLIE DAWSON,
PATRICIA HOPKINS, GAYLE LETULLE,
AND SHEILA SILVER

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PHOTOGRAPHY

MATT ANDERSON/ cover, 5, 6-9, 12-13, 16-19, 24, 26-27, 28-29 (top & bottom), 30 (top), 31-33, (top, mid-right), & color), 35 (color, & bottom left), 36 (top), 38-41, 43-53, 55 (bottom), 56-57, 61, 66, 68-73, 74 (right), 75-78, 82-85. BUDDY BRIMBERG/ 67. FARRELL HOCKMEIER/ 2, 54, 55 (top), 58-59, 60, 62-63, 64-65, 79, 80-81, 86-7. JOHN JAMES/ 10-11, 14-15, 20-21, 28 (middle), 30 (color), 34 (mid-left), 35 (middle, & bottom right), 36 (color), 37. STAN LONGENECKER/ 29 (color). DR. WINSTON RIEHL/ 22-23. MIKE SMITH/ 25, 74 (left), 88.




OUT!

1971

TULANE

NEW ORLEANS

VOLUME 76

JAMBALAYA

UNIVERSITY

LOUISIANA

BOOK 4

"One must not tie a ship to a single anchor,
nor life to a single hope—
for no human condition is ever permanent,
so do not be overjoyed in good fortune,
nor too sorrowful in misfortune."

—Ronald S. Bertucci



Ronald S. Bertucci, Arts and Sciences '71
Dr. Ann Fischer, Newcomb
Stephen Huffman, Engineering '71
Dean John W. Lawrence, Architecture
Roberta Stuart, Newcomb '74
Dr. David Topping, Arts and Sciences





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ROBERT E. LOW, M. D. FRANK M. PHILLIPPI, M. D. E. O. SCHARNITZKY, M. D. E. L. STRANDELL, M. D
ROBERT L. HAYES, M. D.

THE BREWTON MEDICAL CENTER
McMILLAN AVE.
BREWTON, ALABAMA

RANDOLPH M. McDOWELL
BUSINESS MANAGER

May 28, 1970

Dr. Herbert E. Longnecker
President
Tulane University of Louisiana
Tulane University Station
New Orleans, Louisiana 70118

Dear Dr. Longnecker:

I hate to disturb you with this letter but feel that I must speak out about certain activities at Tulane University. My first reaction when I viewed the notorious picture of Tulane University students burning President Nixon in effigy, which was in Time Magazine several weeks ago, was one of disbelief. I did not believe that the administrators and president of such a great university would allow such to go on. Disregarding whether or not President Nixon is liked or disliked by the vast majority of students, the office of the President of the United States is the highest office to be held in this country. The office itself demands the respect of the entire nation, and the man who holds this office is there because of the mandate of the people of this country. Disrespect to this office is comparable to gross disrespect to our flag, and to our nation and what it stands for. Unfortunately you are held responsible for the actions of the University and for the actions of its students. It is hopeful that I have been misinformed about certain other things going on at Tulane but until I understand the situation better, I am withholding further contributions to this University. Of course my contributions are small and will not be missed, but as an interested alumnus of our University I felt that I had to speak out.

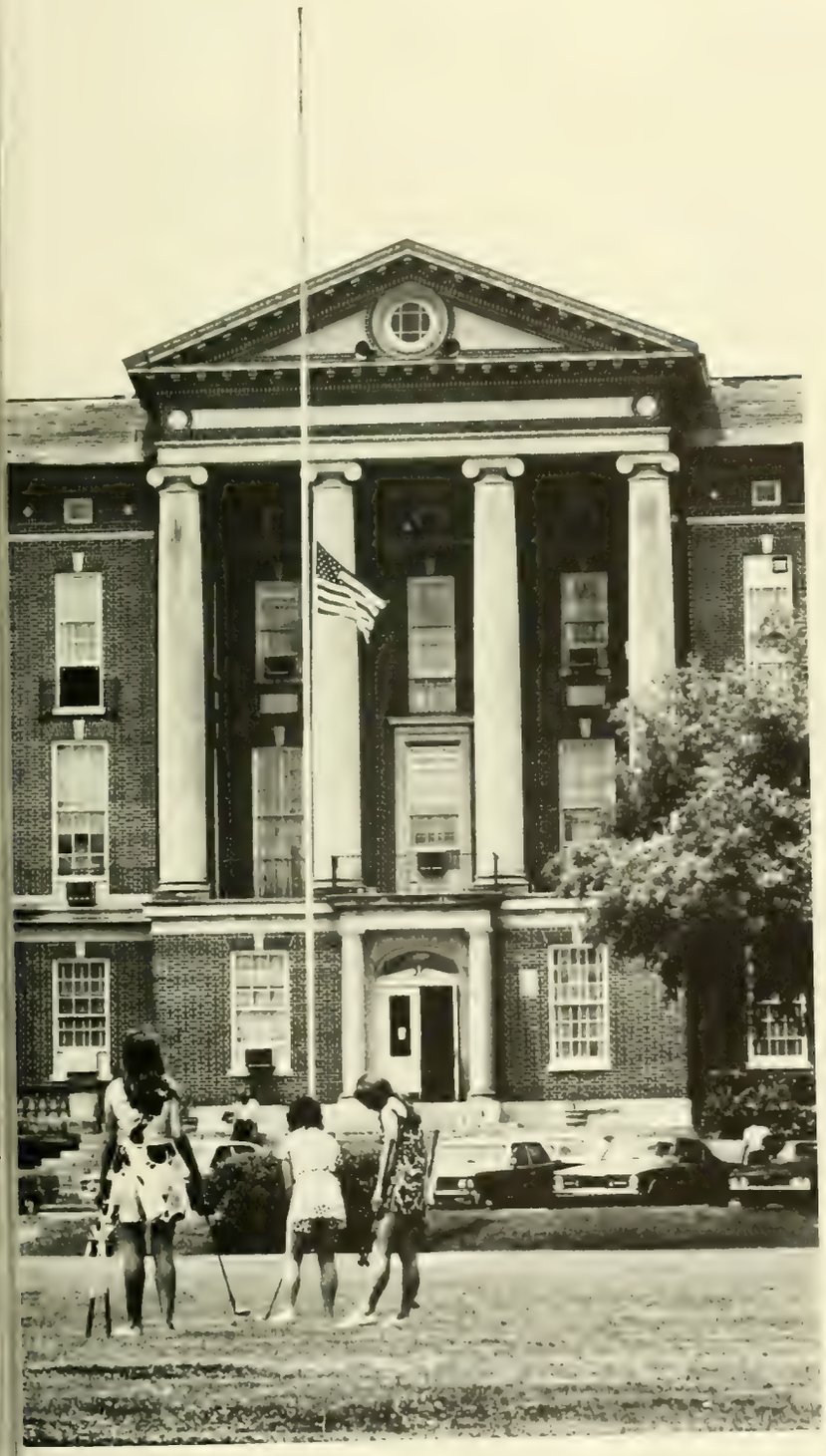
Very truly yours,

Robert E. Low

Robert E. Low, M.D.
Medicine Class, 1946

REL:k
cc: Chairman, Board of Administrators
cc: Chairman Alumni Fund
cc: President, Tulane Alumni Assoc.
cc: Tulane Hullabaloo

TO ROBERT LOW— WHEREVER HE MAY BE

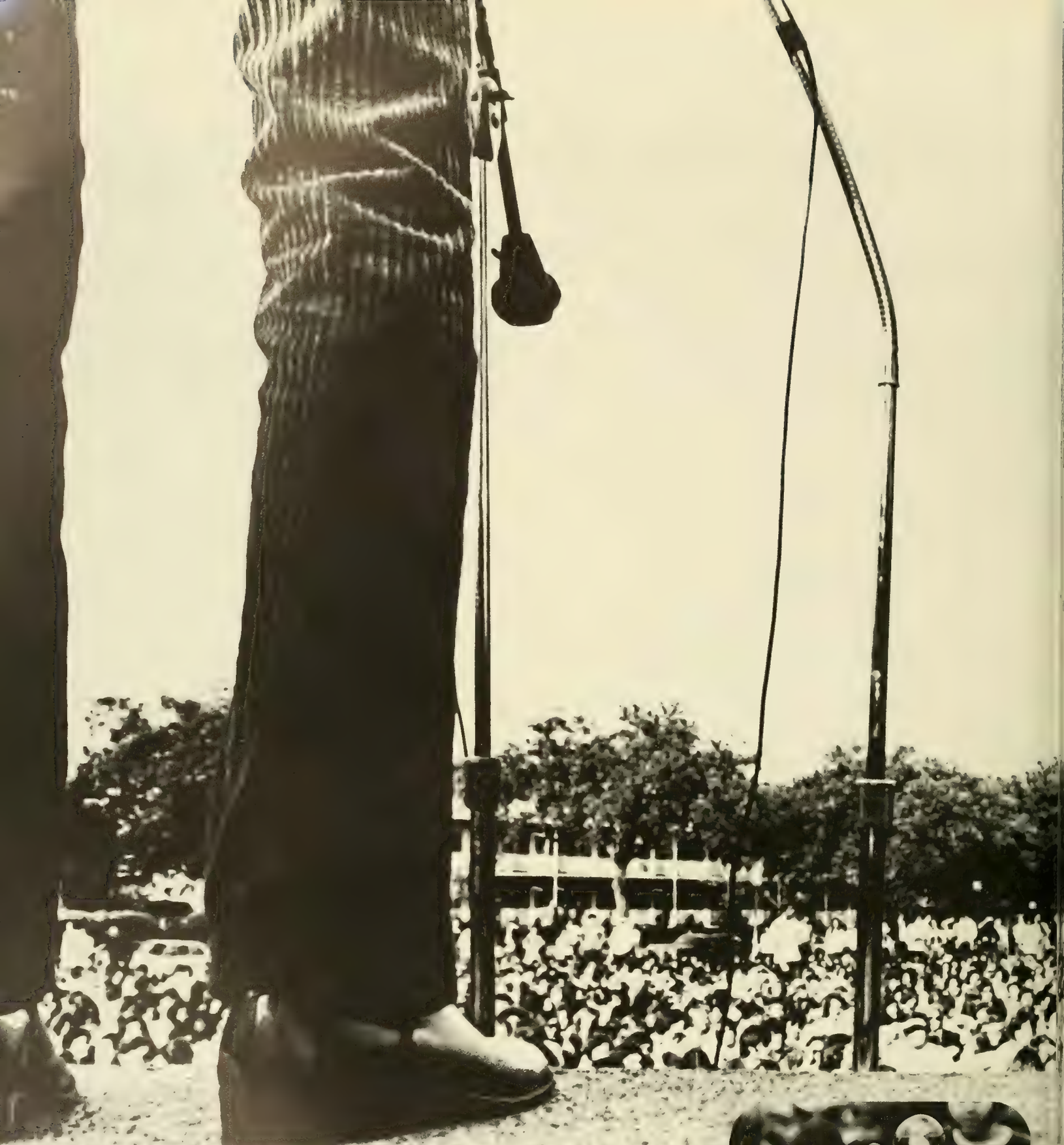


The letter which appears on the opposite page, when I first read it more than a year ago, seemed to contain the rather commonly held opinion of a typical alumnus who had lost touch with his University. But, as I found out recently, the Robert Low of 1971—while maintaining his concept of resolute respect for national symbols—proved to be a supporter of student "rights," an envious admirer of those students today who have more courage than students had in his 'day' to stand up to faculty members and administrators. But more important, Robert Low revealed that I was the first person from Tulane to respond directly to his letter. True, he had received two very impersonal form letters from the University, but in the interim, neither helped in any way to placate his distress over the events that occurred last spring.

Who should be blamed for the lack of communication with Robert Low, and for that matter, all the Robert Lows from the class of 1946, or 1926, or 1966? I would deduce that all of us here at Tulane in 1971, as well as all the Robert Lows out there, all 40,000 of them, are all partially at fault. To the students and the "nine to five-rs" who run the University, I would suggest that we can or should go out of our way to find, question, and correct wherever necessary, the misnomers and misconceptions which others might have about this University, about the 'student movement' concept, and how it relates to Tulane. But more than that, I would hope we would approach the Robert Low's with a willingness to seek out and understand their philosophies and their concepts. Likewise, the Robert Low's should not let their questions go unanswered. If they believe that they are misinformed, as this Dr. Low hoped that he was, they should also seek out the truth from other sources; to be frustrated by silence, as Dr. Low was for over a year, can only breed further misgivings.

On the following pages, we have presented the opinions of five writers, two students, two faculty members, and one administrator, all of whom have set about to explain what has occurred in the past 20 months at this institution. Their opinions are not intended to be taken individually as the correct interpretation; rather, we would hope that the articles would stimulate each reader to formulate his own interpretation of what has occurred here. Then seek out a Robert Low or two; as an exercise of the intellect, it may be a worthwhile endeavor.

—Matt Anderson
June, 1971







Why were there quite literally only one-tenth the number of campus disturbances this year as compared to last? Why did Tulane have no difficulty this year? What has changed?

I suppose everyone on this and other campuses has asked those or similar questions. And the answers, if they can be found, will be important, for the only way to make reasonable guesses about the future is to have evolved intelligent conclusions about the past.

It would be satisfying to say that the campuses are so different because the world is so different. Yet the horror of Vietnam continues. The Calley trial and the current official investigations of 55 other Americans—including a general—for atrocities must have heightened our awareness of the cost of war to the American living as well as to the Vietnamese and American dead. Problems of race continue. Read Harold Sylvester's statement in Book One of this *Jamb*. Oil spills, mercury poisoning, and the death of the eagles document the continued defacing and befouling of our earth.

The national issues are still here. And even the local issues of substance remain. The Dubinsky affair—the most inflammatory issue of a year ago—is sufficiently unresolved to have been useful this spring to anyone who sought to promote a confrontation.

The difference is not in issues. The difference is in people. On this campus at least, people are dealing with people in a manner markedly different from the manner of last year. A number of people have said that communication is better. And it is, but that's not all of the explanation. "Good" communication exists when meaning is clearly conveyed. The vituperation associated with the TLF movement of last spring accurately conveyed meaning. It also made rational resolution of disagreement difficult.

This year people are *hearing* other people. To hear someone—to really hear him—is to admit to him that we are less than certain that we have the answer, to tell him that perhaps he can help in the resolution of the difficulty, and to involve him actively in developing a solution. I like the term Robert King Merton used in his commencement address: "the new sensibles." Somehow, the place has become nearly overrun with "sensibles" this year.

Where did the "sensibles" come from? Actually, nearly all of us were here last year. We changed. Tom Ireland in the first Book of the *Jamb* gives significant credit to the Tulane Summer Conference. Doubtless, the Conference was one of a number of things that convinced us that if we take Tulane seriously, we had better take each other seriously. Though the TLF "liberation" of the University Center last spring may have begun in the revolution-should-be-fun spirit of Jerry Rubin's *Do It*, it ended with rumors of violent counter-liberation and an awareness that revolution can be dangerous.

In sum, I think a number of events of last spring and summer made many of us just flat scared for Tulane; and that made us "sensibles."

One wonders how well we learned our lessons. Tacked to one of my bookshelves is an epigram inscribed on a large scratch pad by one of the Summer Conference participants: "Once upon a time there was a fairy princess . . . but she didn't last." I kept it for what I think the young lady is saying about me and my generation and for what I think it says about her. But does it say something about Tulane of this year and next?

—Dr. Edward Rogge,
Director of Admissions
and Financial Aid



The kaleidoscopic turmoil that swept across college campuses last spring was followed this spring by a mysterious calm as the dominant mood at Tulane and most universities. A combination of outrage at President Nixon's announcement of the Cambodian invasion and the shock of the shootings at Kent State and Jackson State had sent students into a severe wave of gut-reaction violence or protest on many campuses in 1970. Thousands of students who converged on Washington in May to protest the war threatened to become one of the most potent political froces in the nation.

But despite great hopes for thrusting the university, as an institution, into the American political process, the campuses remained relatively quiet in 1971. Tulane tended to follow this national pattern. The spring of 1970 brought the fiery destruction of one of the barracks, the takeover of the University Center, the anti-Cambodian demonstrations, the hanging of Nixon in effigy, the flagpole incident. The next fall Tulane floundered through its normal winter hibernation en route to predicted trouble in the spring. The question was, what would "it" be this year? "It never happened.

But why were the campuses calm this past year despite America's continued involvement in Southeast Asia and the constant student concern over our domestic problems? Some point to the absence of shocking events like Kent and Jackson State, the decline of attacks on students by Spiro T., the loss of glamor of extremism, or even the frustration of students with the lack of success of protests. The "movement" has definitely strayed away from its formerly nihilistic tendencies.

Each campus has its own individual combination of reasons for the quiet. Tulane's reasons were probably as complex as any, and any speculation is almost purely guess. Could it have been the successful "Year of the Green"? or how about the completion of the "Memorial to an IBM Punch Card" (better known as the new Science Center)? A more realistic explanation may be that considerable progress was made here to increase the voice of students in University governance. Placing students on the Board of Administrators, the University Senate, and vital committees was a move in the right direction.

Still another reason for the calm may have been the realization that to show hostility toward the university because of policies of the national government simply does not make sense. The university should be a rallying point for constructive change rather than a martyr for displaced aggression.

Hopefully, next year students will continue to avoid violence. But Tulane students and students all over the country should assert themselves to bring about necessary change. Students can, collectively and individually, apply effective pressures for constructive change in our society without unnecessary disturbances. Let's hope our pleas for progress are not ignored because of the lack of thunder and lightning.

—Bruce Feingerts
A & S '72



One can easily come forth with a string of clichés to answer the question, "Why has the campus been so quiet this year?" Maybe the clichés *are* right. And maybe the fact that the clichés are right is the nub of the students' problem in 1971. Sociologists like myself make a business of analyzing the social world, an enterprise formerly the domain of youth feeling their way into identities of themselves and their world. There are too many of us sociologists around, and we have too many answers (all of which seem to be at least a little bit right). Worst of all, most of our answers carry a sort of sadness about the plight of being human and the dehumanizing contingencies of having society forced upon us. This sort of realism can be learned too early; there is an advantage in stumbling into the facts of loneliness and powerlessness rather than having them anticipated. Ignorance *can* be bliss. Be that as it may, today's students are exposed to their own fallibilities too early and too much.

Despite my own warnings, I will try to provide my own analysis of this question, more from the viewpoint of the professor than of the sociologist. A first answer is that the Tulane campus was quiet because it has always been quiet. Maybe the events of last year were not really events—over and over we hear the statement that only a miniscule proportion of the student body was involved in the "uprisings"; this seems largely correct. Furthermore, we can say that nothing really happened; the occupation of the U.C. and the flagpole incident may have been non-events in terms of their consequences. Thus, if nothing happened this year or last year or the year before last year, what is there to explain? But that conclusion really isn't much fun; we surely can find something to exhume and dissect.

The students of 1970 were revulsed with their country more than they were with Tulane University. Tulane happened to be a handy representative of American society, and consequently provided a stage for an attempted happening. Tulane was and is representative of the larger society in many respects: elitism, rising "taxation" with few visible benefits, credibility gaps, and an isolation of the business of governance from the "people." These are all descriptive of Tulane to a certain degree, but are equally descriptive of other American universities. The acted-out revulsion seemed to have some effects locally. The weekly forums with administrators seem to be a usefully symbolic result; likewise the Mushroom has been a most valuable addition to the University, although there may be some question as to whether it might have been established "anyway." But these "concessions," if they can rightfully be called such, are really not much. But neither were the demands.

Maybe the 1971 student body was "cooled out" by these concessions. But this seems too simple and too wrong. These were not the changes that were desired. What was wanted was an end to the powerlessness of the people in American society. But the past year has seen this powerlessness grow in new and unexpected ways. In my mind, the action of the grand jury in Ohio in response to the Kent State tragedy provided a clear and final answer to the question of the worth of protesting. Thus the quietude.

Another facet in explaining this year's "peace" is the decline in health of Mother Tulane. Not only threatened with repudiation and permanent insult from the AAUP, she has also been reduced to an almost bare cupboard and a tattered frock in terms of the financial future. It just seems unfair to beat on the old girl when she's really down. In my experience I have never seen a student body or faculty that was so self-flagellating about the quality of its university as the Tulane community. This has been greatly tempered this year; those who can't leave her may not love her, but at least have put up with her to a greater degree than before. This change in attitude perhaps reflects the national insecurity of universities in general; the events of 1970 clearly informed the powerful that the universities were one citadel of the enemy. Consequently we are being starved into shaping up.

Finally, I must put forth my own eccentric view that students have turned away from protest and revolution because of the way most of them were brought up. The pseudo-psychiatric strategies advocated by Dr. Spock *et al.* have obliterated that ancient and blessed potential of humankind which I would call ego strength or ego integrity. We all went through various forms of protest and self-defense when we were kids, but sooner or later we "came around" to the "correct" discovery that what *really* wrong was us. This is the consequence of the "threat of withdrawal of love" childrearing strategy employed by the enlightened middle class for the past 25 years or so. Thus to replace the protest groups we have encounter groups. Here the individual can find the real source of his troubles and complaints: himself. The University Health Service's psychiatric service boomed this year as it never did before; the flow of prescription psychiatric drugs appeared almost to equal the fun-drug traffic. This is where the myth of the counter-culture is really stripped bare: this generation has been taught to "adjust" at any cost; the fear of rejection runs so high that friendship will be purchased from a psychiatrist or in an encounter group as the first resort rather than the last resort. Despite words to the contrary, we don't trust the reality of worth of our own being; we seek to change ourselves instead of changing the social structure, insuring an ever-flowing supply of love and acceptance. With this value so deeply engrained in the youth generation, with drugs seen as the only route to a better reality (more explicit than the elders' climbing into their martinis), the status quo has little to fear now or in the future.

This is a terrifying prognosis and explanation for the quiet campus. I hope it's wrong.

Dr. Paul Roman
Sociology,
Newcomb





The class of '71 lived through probably the most exciting, exhausting, exhilarating, and anguished four years in Tulane's history. Conflict between the students and the faculty, between the students and the administration, between the students and the community reached a high point in the spring of 1970. Nearly everyone expected the troubles to continue to accelerate into the fall of 1970, but quite the opposite happened. The academic year 1970-71 has been as peaceful as any even in the suddenly fashionable 1950's. I have been asked to speculate why this peace fell. Naturally, no one can be sure, but listed below are my best guesses. Since the same thing happened all over the country, the emphasis will not be on persons and issues unique to Tulane.

(1) *The recession.* Revolutionaries need money and leisure, strange as it may seem. Students began to worry about getting a job when they graduated—the seller's market of the 1960's disappeared and there was even some indication that parents would be less generous. There was a shift in atmosphere from expansiveness and high rhetoric to more direct and immediate matters. Revolutions come out of depressions, sometimes, and more often, out of rapid expansions; but never out of recessions.

(2) *Faculty and administrative resistance.* Punishment began to be meted out to disruptive faculty and students. Just as the recession saw the end of the decade-long expansion of student economic power, so the sanctions saw the end of the equally long expansion of student freedom of behavior. Personal behavior will probably continue to be largely unrestricted, but direct political action will be limited.

(3) *The loss of glamor of violence and direct action.* There was both a fascination with and aversion to violence during the late Sixties. Deaths at Kent State and the University of Wisconsin tipped the balance against violence. Many of the leftist leaders also lost the charisma and moral influence that they previously had.

(4) *The chance of a student having to fight in the Vietnam War and the uncertainty as to whether he would be called were decreased.* The war declined in scope and severity and the lottery draft system took away a large degree of uncertainty as to whom would be called.

(5) *The race question became less involved in campus politics.* White students became disillusioned with Black students. Black students became disillusioned with White students. The inward turning of Black students lessened all types of contact, including confrontation.

(6) *Students gained more control over their personal life.* Many restrictions unrelated to students' academic behavior were relaxed. This increased freedom eliminated a variety of strongly felt grievances and also diverted students from political issues.

(7) *Students gained a larger voice in university government.* This is not only last, it is also very much least. Students actually have very little more influence over the running of the university in 1971 than in 1961. Although "Student Power" was much talked about, students never had much interest in running the university.

—Dr. Robert S. Robins
Political Science,
A & S

From anathema. . . . to dialogue . . . to consciousness III

This past spring most colleges and universities experienced an unexpected calm on their campuses; the recurring question, "Why was the campus quiet this year?", haunted everyone from parents to the university presidents, themselves. Tulane, not to be an exception by any means, was equally free from the demonstrations, marches and speech rallys which were so commonplace in the spring of last year. This is not to say that the students at Tulane had forgotten about the war in Southeast Asia, the Cambodian invasion or the atrocities at both Kent and Jackson State. For reasons which I will attempt to explain, the student interest and energies, nationally as well as at Tulane, took a new and unanticipated direction this past year.

On the national scene the politically committed leaders were tactically and helplessly at ends. After everything had failed, they could not think of much else to do. The two alternatives open for them were, either to commit themselves to long term projects (which, practically speaking, did not look very bright) or they could just give up. It is easy to see how the end result could be nothing but frustration. When the politically involved student followers are faced with frustration and are not committed to full time action, they get bored very easily. Their only alternative is to get back into themselves, to withdraw from the political arena, and to return to their private lives for reconciliation. The students involved in the spring-wars of 1970 were just plain tired; tired of violence and tired of repeating their unaswered call for a new way of life.

On the local scene at Tulane, there were some very definite reasons for the radical change in campus climate. The first, and probably the best, explanation for the change in mood was the absence of Tulane's radical leaders. For various reasons, about which there is some speculation, these leaders of last spring were not to be found at fall registration. The second and most visible reason for the turn about this year was the efforts made by those students still concerned in bringing about meaningful change, and by those few administrators sincerely involved in bringing about increased and better communications within the Tulane community. Their concerted attempt could be seen in the weekly university forums, set up by Student Body President and ex-campus radical, Ralph Wafer, to increase the dialogue between the administration and the students. This effort in bettering communications was further aided by the increased student representation on the Board of Administrators. Finally, to get more student participation in the bodies directly affecting the life of the student, the University Center Governing Council was created with a student elected as chairman.

It is important to point out that, if newly created efforts to increase communication within the university community are to work, the students must vigorously and actively confront the administration with any and all changes necessary for the improvement of *their* educational institution. As past events at Tulane, especially those most recent, the spring of '70, have clearly indicated, if Tulane is to move ahead as a viable and changing institution of higher learning, the students will have to take a more active and instrumental role.

Finally, a word must be mentioned here for what I think is the new student activism going on behind the scenes at Tulane. Because of our changing youth culture, and because of the genuine frustration with national issues and priorities, many students are putting their efforts to work on a more personal level. Smaller groups are forming on campus with more emphasis being placed on personal growth and inter-personal relationships. This is evident in the increased participation in encounter, and so, called sensitivity groups. Students are looking inwards for many of the answers which they could not find in mass demonstrations. This renewed inner life, which Charles Reich calls "Consciousness III," will be what is needed for a new and better community and world.

—Lee Trice
Architecture '72







the tulanians —oh, happy day!

The Spring calendar at Tulane usually allows for a campus riot, a deluge of rain, and the Tulanians' Spring Show; this year (as mentioned in the previous articles), no one showed up for the riot, and it failed to rain. The Tulanians' however, attracted over 2700 people to Dixon Hall over a three night stretch.

The Tulanians' popularity can be attributed to the wider range in music the group now sings. Eleven years ago when the organization was formed, light pop was the only music sung. Much of the credit for this change toward a wider variety in music and for the new arrangements from original popular songs is due to the



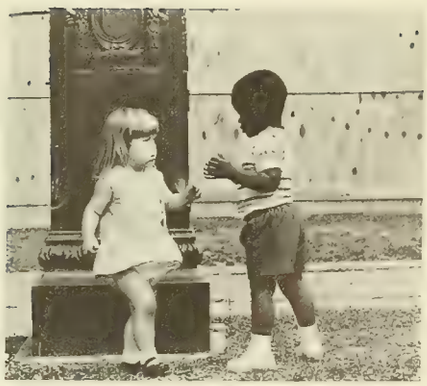


SOPRANOS: Irene Caldwell, Betsy Keys, Janice Killebrew, Debra Klein, Gussie Morris, and Mary Rickard. *ALTOS:* Maridel Allen, Jenny Jackson, Katy Kostka, Janey Lazarow, Nancy Seaver, Terry Terrill. *TENORS:* Andy Allen, Keith Hooks, Roger Longbotham, and Jim Merrell. *BARITONES:* Rick Drake, Jim Farr, and Jimmy Sheats. *BASSES:* David Bauman, and Mark Wagner. *PIANO:* Stella Jones. *DRUMS:* Rick Mackie. *GUITAR:* Randy Seybold, and Mike Vargon. *STRING BASS:* John Gray.

group's director, Leland Bennett. Many have seen him and his group seemingly mouthing words as they practice in the fish-bowl (the large listening room in the University Center). Their work is not, however, unrewarded—over an eight week period from March to May, they performed at alumnae educational conferences in Jackson and Biloxi, Mississippi, a three night stand in Der Rathskeller, the Spring Show, and the Bob Hope Show in Municipal Auditorium.

To refresh one's memory as to the type of music which the Tulanians have "popularized" with their own following, here are some of the songs which highlighted this year's spring performances: *Sad Lisa* (Cat Stevens), *Close to You* and *We've Only Just Begun* (the Carpenters), *My Sweet Lord* (George Harrison), *Save the Country* (Laura Nyro), *Requiem for the Masses* (the Association), *Sunday Will Never Be the Same* (Spanky and Our Gang), *Midnight Cowboy, Everybody's Talkin', Jesus Christ Superstar,* and *Oh Happy Day.*

—Diane Burnside
Newcomb '71











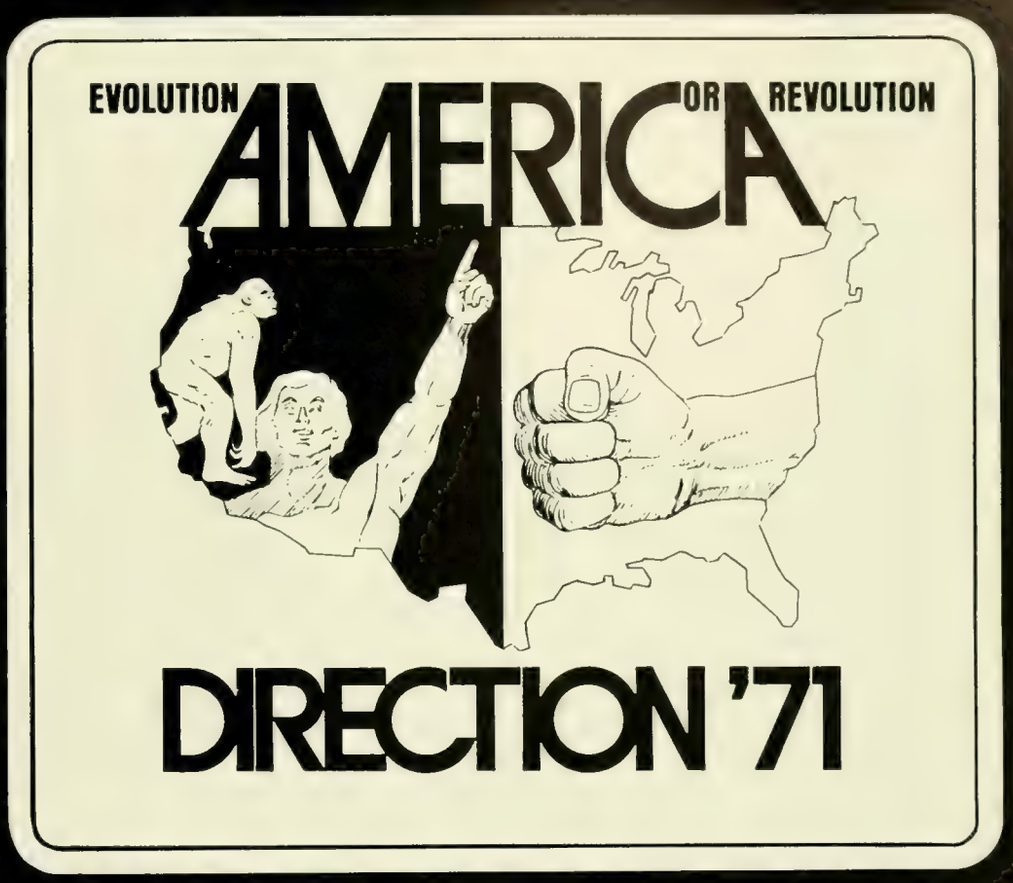






SOMETHING 'TO NIBBLE ON'





". . . and because I believe brevity is the soul of wit, I only want to make a couple of random comments. First, the *Direction* program has become and will continue to be a timely and a sought-after forum for some of America's most distinguished individuals. I think that we all can be very proud of that fact. Second, the emphasis this year in *Direction* has been an attempt to increase the interaction between the speakers, the students, and the faculty. To do this we have created the *Direction* "Living Room," which will be located on the second floor of the University Center and which we sometimes know as the Kendall Cram Room. And here I invite you, in fact I encourage you to go over, to take your shoes off, to sit down—we have carpets over there, there are a few things to nibble on . . . to eat . . . sandwiches . . . and I encourage you to—establish . . . a relationship with some of the speakers who have come—brevity sure is the soul of wit and I'd better stop—a long way not to talk *at* you but to communicate with you . . ."

—Clark Durant, Chairman, *Direction '71*

wednesday, april 21st



william f. buckley, jr.



"What is it that happens when the government undertakes to do something? They are saying now in Europe 'You know what would happen if the Communists took over the Sahara desert?' to which the answer is one, 'nothing for 50 years'—and two, 'there would be a shortage of sand.' It seems that the government has for reasons not fully understood, an extraordinary capacity (a) to accomplish nothing at all, and (b) when it does end up in accomplishing something, it is more often a negative than a positive.

"... when the government addresses itself to a particular problem, it seldom seems to explore the strategic consequences of it. So it is when we deal with a farming problem, public housing, and with education. Plainly, we have to recognize that that particular amalgan of power and idealism tends to be presumptively the most dangerous enemy not only of people who desire to be efficient but of people who desire to be free."





enoch powell, m.p.

"It is human to wish to believe what is pleasant and to disbelieve what is unpleasant. Men are still prone to say of those who tell them unwelcomed truth, 'He hath a devil.' However, there is also an active principle at work in combating the admission of those facts which would enable error to be avoided. This is make-believe . . . Resistance to the shattering of make-believe is reinforced by a curious moral phenomenon. It appears to those sustaining make-believe that they are somehow performing a moral duty so that willful blindness to facts or suppression of facts is sanctified . . . Once again, perhaps a trace of the primitive magical belief in the power of words to cause events: Don't say it, it won't happen; don't mention it, it won't be there."

thursday, april 22nd/ seymour hersh

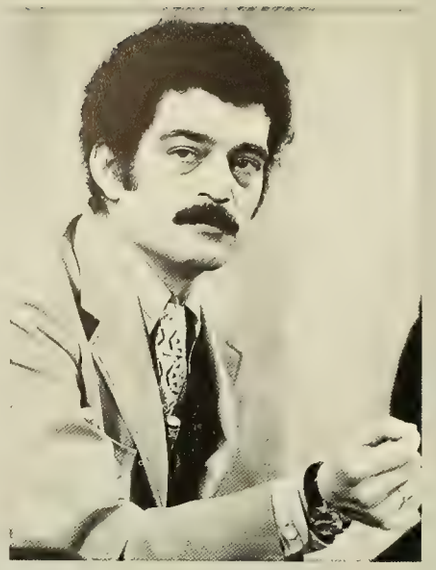




". . . okay, this isn't the way the war all is, nobody is suggesting that. There are a lot of good soldiers there, there are a lot of good programs. But an awful lot of this stuff goes on. Anybody that doesn't think so, just remember, the Pentagon itself said they knew nothing. General Westmoreland received no word of My Lai—they announced this last fall—he had absolutely no word, no inclination of My Lai until Arnold Ridenhour wrote his letter. I'll take their word on that . . . but it leaves them open to the inevitable charge that when something this serious, this traumatic, can go on and they have no inclination . . . it's not even a question of being easy to believe, it's a question of how prevalent such attitudes are. I think it's much more prevalent than we've wanted to believe . . .

". . . I guess I'll just conclude with a sad story from a vet . . . One of them was telling me the other day—a lot of them are angry at me because they think I popularized the myth of the average GI as being an atrocity man—they think the responsibility goes much higher. One of them was telling me the other night—he was trying to explain why he wasn't such a bad guy. And he said he had been on a long range reconnaisance patrol for three or four days in the field. They were coming back on the outskirts of their landing zone, and they saw somebody, some GI raping a Vietnamese woman. And he said 'Man, we blew them both away.' I don't want to be too subtle. Remember his point was, 'We just might kill a gook but this time we took the guy with her.' I did ask, "Why did you kill the woman?" And he said, 'She wouldn't have been much good anyway.' But mind you, that's the way they are—they need a lot of help psychologically, et cetera . . ."

friday
april 23rd



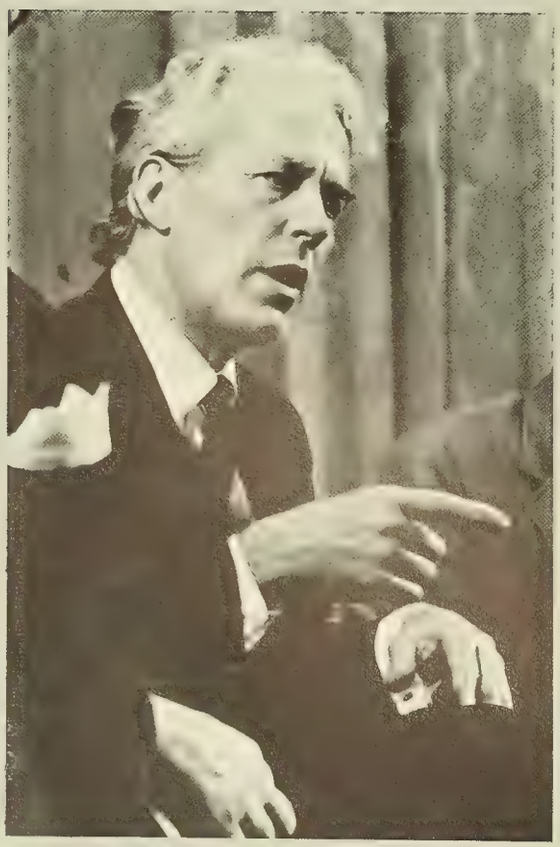
jerrold footlick:

"Could each of you gentlemen assess why you think the campuses have been quiet, or apparently quiet this year, as opposed to some of the previous years?"

dr. russell kirk:

"I think the main reason is that on many a campus, the students feel that they've been used by various forces. I'll give you one sample—after the Kent State affair last year in Ohio, the staging ground for protest throughout Ohio, and indeed throughout a larger region, was Oberlin. The SDS and other organizations came in there and used dormitories and other buildings as a staging ground for protest across the country. Well, Oberlin had a rally about a week or so ago with an eminent radical speaker coming. In contrast to the previous year, only about 150 turned out, and of those 150, many were highly critical, very suspicious, and they made it clear they weren't going to march on Washington. Clearly, the sentiments were that they had been used at Kent State and elsewhere and don't intend to have their heads bashed in any more for some ideologue, whose motives they question."





dr. harold taylor:

"The campuses have become in a sense emotionally and politically exhausted . . . and a lot of the students who organized things last year have graduated; there is a new chemical compound in this year's student body. But just looking at it from the outside first, the situation is one in which the efforts by students to act politically on a national scale were in a sense defeated. The actual involvement of students in politics in the November election quite often resulted in getting the vote out, but then the voters would vote for the wrong man (which is discouraging for a new worker in the field of politics); the political situation wasn't one which lent itself to the wishes and ambitions of students to gain more political importance.

"On the campuses, I think two things have happened: the students have seen more clearly the direct relationship between educational and social reform, and being activists, they wish to work at particular projects, which students have tried out in one place or another. This is more absorbing to them and more satisfying than either the demonstrations and protest which, after all, is merely a limited social instrument for achieving limited objectives. You can't keep on demonstrating—it loses any effectiveness which it can have as rhetorical theatre—because the people have seen the act before. And people are not responding to demonstrations in the same way that they used to when it was more of a novelty, and more a demonstration of the excitement of students and their wish to improve the society. I think the energy then, has been diverted into practical educational reform projects and away from standard techniques of dissent and demonstration, either on war or on educational programs."



dr. george roche:

"I suspect that the change which has occurred on the college campuses within the past year—and it is a very marked change, obviously—centers on the fact that the students have begun to perceive that there's a difference between power and authority. The rhetoric of as recently as one year ago assumed 'all power to the people,' meaning the students, that the university was a power center which could be taken over, and that power could be used to have certain reforming changes within society. Well, this hasn't worked out that way at all because the university in fact never possessed that kind of power. The only thing that the university has been successfully able to project in the long run is a kind of authority. If you need to spank a child, that's the exercise of power. But, if in fact, you're able to handle him without doing that, because he respects you, because he lends credence to what you're telling him—that's authority. The universities at one time had that authority, but students mistook it for power, and now they discover that neither power nor authority exist in the present disjointed, confused, politicalized academic community."

dr. clark kerr:



"Let me say . . . two reasons which I don't think fit. One is that students have been used by ideologues in the past. My contact with students indicates that they usually know what they're doing, that the problems of May a year ago were kind of welled-up in thousands and almost millions of students; they weren't being misled by some people for ulterior purposes. I don't think students can be used, very many of them, for very long. So I don't agree with that solution. Second, I don't think we have less trouble this year because students are any less alienated, or any less dissatisfied. We still have the same problems around—of Vietnam, of poverty, of racial discrimination—and my feeling, if anything, is that the students are perhaps even more dissatisfied with certain things than they were one year ago. So, you can't say that all of a sudden, dissatisfaction and disaffection disappeared.

"My answers would be this: first of all, if you look at the whole history of student movements, they've been very volatile. They go to high peaks and they drop down into low valleys. Last year was a high peak; this year is a low valley. I don't think that you can draw too much either from the peak (that it's leading to revolution) or a valley (that you're going back to the '50s and the apathetic generation). One of the reasons I think we have this valley is that a lot of people did get turned off by a lot of the violence which occurred last year, and summer. I also think that there is some additional sophistication by students as to how you really can approach the public and get constructive results and also how much they are willing to accomplish. You can pledge yourself in May to work for elections in November, and when November comes along, you're doing something completely different.

"If anyone is reaching the conclusion that just because there hasn't been any trouble this year, that there never would be again—I think they're absolutely wrong. I think the conditions are there of dissatisfaction and disaffection, so that it could break out again if there is sufficient provocation. I just personally hope that the problems now facing America get solved quickly enough and well enough so that it doesn't break out again. But so long as this nation faces the major problems which are now unsolved, I think we have to expect, from time to time, there will be major waves of student dissent and even student disruption."

friday, april 23rd



mayor carl stokes:

"I happen not to be mayor of a black city. It's a white city. There's 63% of *you* people there (turned that one around, huh?) Now, this is significant because the only way that it could be done was obviously by some kind of coalition. If there were only 35% black people there, Americans think that only white people vote for white people and black people vote for black people—I couldn't have gotten elected—right? So what we did was, we put together the black minority, we put Puerto Rican, we put the poor white and then we put together the fair-minded middle class and—I don't want to call him a liberal—just the fair-minded guy. It happened that each time I'd run, I'd run against a slob. So my campaigns didn't test whether you were liberal or not—they just tested whether you had good sense or not . . .

". . . I've always understood about white people who hate black people, and I've always understood the game the aristocracy of the South played against the white Southerner and the black Southerner. He put them at one another's necks while he exploited both of them. So I understood that class exploitation. But do you know that I have never really understood that middle-class black people did not like lower-economic black people? I never got any more hate from any group of people against me in Cleveland than when I moved low income black people into middle-income black neighborhoods. And let me tell you the kinds of reasons that they raised to me as to why I should not do this. In the first place they would say, 'Now we're all black, so you know that we don't have anything against these people, Stokes. But, it would overcrowd our schools. They have a lot of children. They have not had the opportunity to be prepared well, so it would lower the quality of our schools. The large number of people that would move in with these families would put an extra load on the sewers and the children would pose traffic hazards and overall they would contribute to the crime and delinquency rate of the community. And, finally, it's just the fact that when you get poor people in your neighborhood, it affects your property values!' That was a hell of an educative experience for me . . ."





michael harrington:

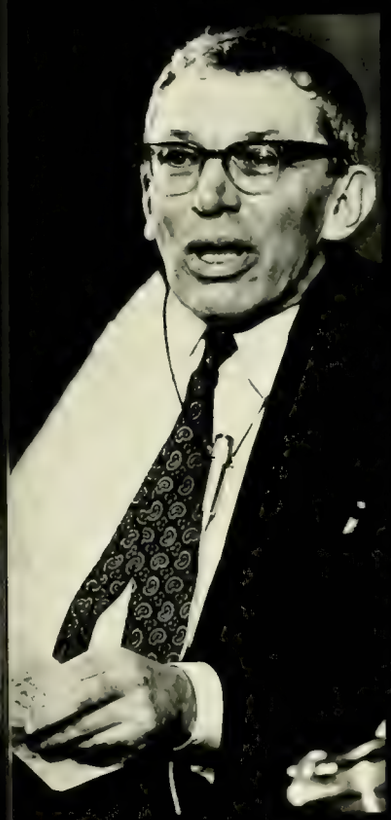
"We have to begin to think socially. I suggest to you—but this is a piece of wisdom that does not require you to become a socialist to understand—the invisible hand of Adam Smith will not save our cities or our civilization. Our *brains* will do it if we can spend the *quantities* of money with some kind of *qualitative* intelligence to deal with the problem of housing that is destroying the cities, is locking the poor up in them and is destroying not only the lives of the poor but, I tell you, is destroying the lives of every one of us in this society. If we lock poor people and black people and Chicanos up in cities, then those of us who are white and affluent are also jailers. And that's intolerable."



daniel p. moynihan:

"You can't solve the problem of life, of love, of humanity—everybody dies sooner or later, which is kind of awful—these things won't go away. But poverty can. We ought to be clear. Mike Harrington and I were together in those days when we drafted the poverty bill (the OEO bill in 1964), and I think we had a fairly clear idea: among other things we were defining a problem which included everybody. One of the nice things about the word "poverty" is that it includes whites as well as blacks and they're together . . . I would disagree with one point (made Carl Stokes)—that the people don't starve quietly—people do starve quietly. They've been starving quietly out there in the boondocks of the South for the last 100 years. The only consolation they've got out of their politicians has been a certain kind of ugly racism that meant you may be as poor as a man could be, but somehow you could always be better than somebody else just because your neck was red and his neck was black . . .

". . . we're talking about this problem of evolution or revolution—you've got to understand, this is not something you'd like me to say to you. I can tell you that I really know how to stand on my head and make you feel *wonderful* about how *wonderful* we all are and how we're going to go out there and change that *rotten system and smash the state!* You're not! You're going to go out, and get married, and have kids, and wonder how'd it happen so fast?"



dr. edward banfield:

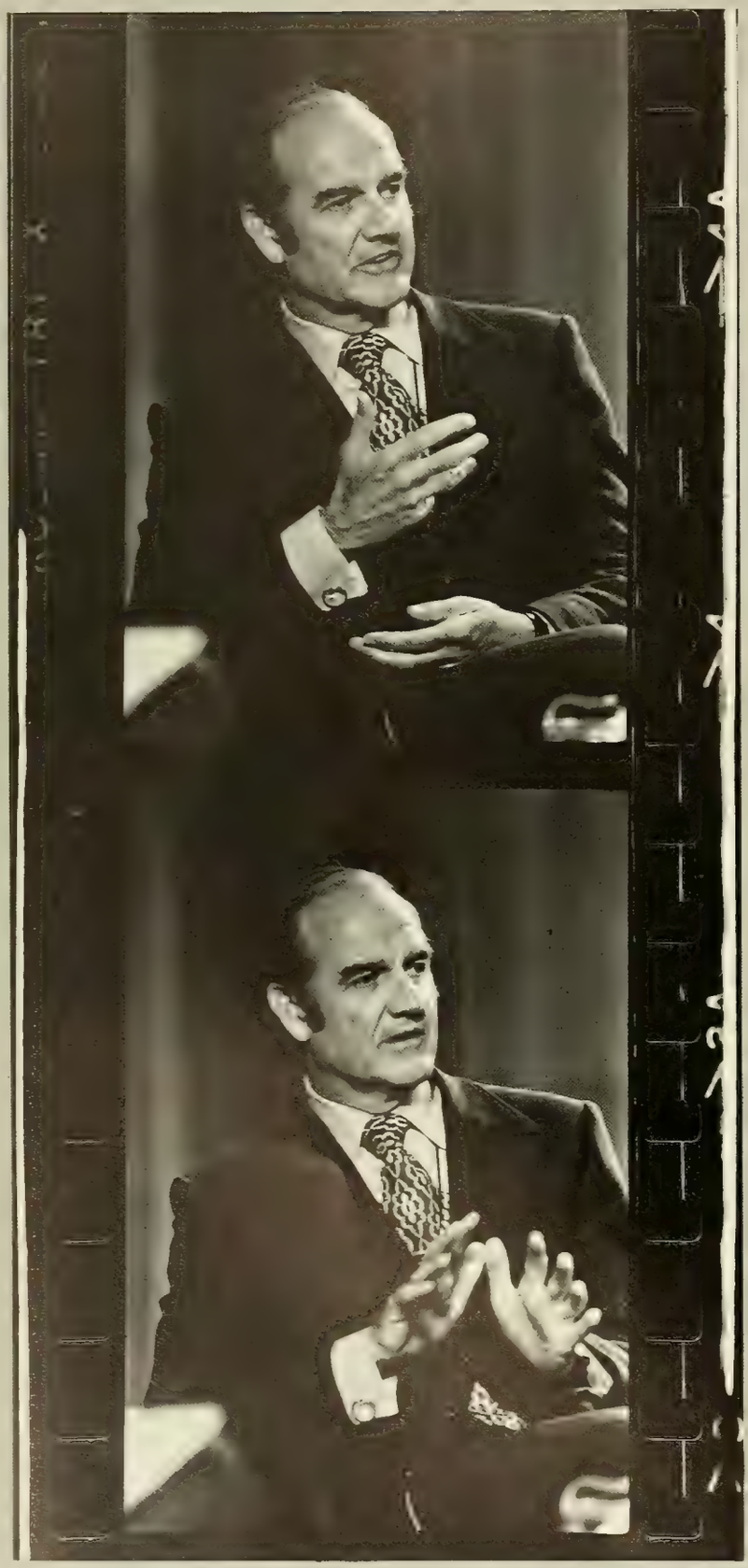
"We're not arguing about whether some people are poorer than others—or whether poverty is desirable. The crucial fact of the matter is that we live in an enormously productive economic order. It's unbelievable how much it produces and how at compound interest, so to speak, its productivity increases despite the stupidities of the way we run things. When you're talking about poverty you're not looking forward twenty or thirty years—you're looking back twenty or thirty years. The problems are essentially not ones of getting the material requirements of a good life—the problems are of inculcating the standards and values and tastes and ways of life that will make a good life for those who have the material requirements. And that is *infinitely* more difficult."



dr. benjamin rogge:

"This discussion tonight could have gone in any number of directions. The city is a multi-faceted operation and set of problems. We could have moved in that direction—we could have talked about crime—there are any number of directions. We talked a great deal about poverty. We have solved no problems for once and for all. I think what we have demonstrated here, though, is the kind of process that gives us hope for the American society, and that is the process of rational discourse. It is *this* kind of rhetoric that gives hope for the long run survival, the long run viability of this society of ours."

saturday, april 24th / george mcgovern





"At this point, the counter-culture, or the youth culture, is probably the most potent single force in American political life. I don't say it's the only force, but I think it's the most innovative and dynamic force that's now operating in American politics. That doesn't mean that the young people are going to decide the next President of the United States, but it does mean that their values, their questioning of the war policy, their deep concern about the destruction of the environment, their greater sensitivity to the problems of hunger and injustice and poverty, their tendency to question materialism as over against the quality of life, the spiritual values of life—all of those things will exert a very important role over the next decade. And I think they're more closely associated with young people, perhaps, than they are with the older generation, although there are many older people who are very sensitive to those same values.

"I read Mr. Reich's book, *The Greening of America,* from cover to cover; I didn't agree with all of his observations, but I kept thinking as I read that book, when he talks about the importance of loving one another—and of reverence for bureaucracy and the demands of our material society, and trying to go beyond that to concern about our fellow humans—I kept thinking that's what I learned in Sunday school and what I learned from my mother and father. I think it's sort of New Testament doctrine. It was not too suprising, when I got to the third or fourth page from the end of that book, that Charles Reich said what I'd been trying to say here: We really need to live the Judeo-Christian ethic. We really need to apply the gospel of brotherhood and love for our fellow humans, and I believe in that. I think that's what we need to do."







Whenever McAlister Auditorium is packed to capacity for four consecutive days, the particular event that drew those crowds must be considered a success. And indeed, *Direction '71* was viewed by most who participated as the most highly stimulating, interesting, successful program since *Direction's* beginnings four years ago.

The institution of the *Direction* "Living Room" enabled many interested students and faculty members to delve further into the distinguished minds of the *Direction* speakers on a head-to-head basis. The forum-style presentations in McAlister brought to light differing opinions of speakers, and provided a more thought-provoking discussion than past *Direction* speeches offered. And, of course, the themes of the sessions were relevant and diverse enough to attract listeners from all corners of the University.

Nevertheless, as with everything done by mere mortals, *Direction* '71 was far from perfect, as critics have been quick to point out. Several major criticisms center on the choice of speakers. Margaret Blain, former *Hullabaloo* editor and well-known anti-sexist, said in speaking for these critics, "I refuse to believe that there is not a woman in the country who is fit to sit on a platform with George Roche." The absence of any speaker on the program who could be classified as "radical" also provoked some comment. ("Can you imagine watching Abbie Hoffman and William Buckley fight it out on the stage of McAlister?" Miss Blain quipped.) And, indeed the presence of these interesting people on future *Direction* panels may indeed result in a good time for all. But is this what *Direction* is for?

Perhaps it is the title "Direction" that holds the answer. These programs are designed to stimulate our thought, to get us aroused, to get us worried, to get us concerned, to give us direction. Then, hopefully, we will take it upon ourselves to actually go out and put to use the ideas that have been funneled into our heads.

—Rick Streiffer
A & S '73







John W. Lawrence

1923-1971

The Man and His Region

The death of Dean John W. Lawrence brought to an early and untimely end the life of a man who applied the elements of reason and compassion to the practice of the profession of architecture, who taught and transmitted these same values to his students and contemporaries, and who strove to impress them upon those public officials to whom he so often addressed himself. John Lawrence was an eloquent man, an eloquent thinker and writer, and a profound observer and analyst of the environment by which he was surrounded.

I know of no other man who could feel as deeply and as personally as John Lawrence. His affection for the persons and objects he loved knew no bounds; the disappointment that overtook him when his trust and affection were violated was equally great. Problems of an infinite variety became his concern and all were treated with the depth of feeling that set John Lawrence's abilities, as an architect, teacher, dean, and keen observer of the plight of man in the city, above those of all his fellow men.

The amorphous object for which he perhaps held the most affection was the city of New Orleans itself. From the innumerable hours I spent in the presence of Dean Lawrence, it was obvious that his love for this city was incalculable. He rejoiced in the city's cultural and ethnic variety, its scale and proportion, its pace and way of life, its history and its river. He was also deeply hurt and outraged by the destruction wrought upon it by carelessly planned expressways, by incessant economic exploitation of the Vieux Carré, by the vulgarity of unplanned and unsympathetic suburban development, by the lack of concern for rectifying the terrible state of New Orleans housing, by the continued non-recognition of any means of transport save the automobile, by the pursuit of a questionable "progress" at the expense of the city's true meaning and reason for existence. John Lawrence's cry—for creating a sane and livable urban environment, for preserving and rehabilitating those elements of it that can be saved, and in all cases for striving for quality and excellence—was at many times a lonely cry. Yet his positive influence has been successful in many instances; unfortunately, it has been ignored in many more.

The School of Architecture, of which he was dean, was another beneficiary of John Lawrence's affection. As a student in that school I have felt that affection very personally. The philosophy Dean Lawrence had for the School of Architecture, and for all higher education, was to cultivate feelings and emotions within the student that would make him capable of understanding and of developing empathy for the problems that confront us all. At the Tulane Summer Conference in July, 1970, Dean Lawrence made a beautiful response to the question of "What are Tulane's priorities in goals and functions?" He said the goal of the University should be the "development of sensitive people by (1) education and (2) the transmittal of learning, including new learning." He spoke to the need for instilling "a strong ingredient of compassion" within all people. Dean Lawrence had those qualities within himself, and he showed them in all endeavors that he undertook. He constantly strove to understand his students, and if at times he failed, it was not because he was lacking in concern, but because of the genuine differences in men. Nevertheless, the time he devoted to students and the concern he had for their welfare provide ample evidence to show that he was a truly sensitive and responsive teacher and human being.

My own life has been very much enriched by my friendship with Dean Lawrence: his counsel and advice, his example, and his inspiration strengthened me no less than they strengthened others. He pointed to a better way of life and he taught how it could be achieved. His death left us with a challenge to continue the teaching.

Ralph Wafer, June 1971

Editor's note:

On the following pages is the text of a paper, entitled "The Face of the Region," presented by Dean John W. Lawrence to the Goals Foundation Council task force for Orleans, Jefferson, and St. Bernard Parishes on January 9, 1971. The paper is a broad and all-encompassing statement by Dean Lawrence regarding his impressions of people's attitudes in the New Orleans region and his feelings about the direction of the region's future. What Dean Lawrence says in the paper shows well the depth of concern and the love he held for this region.

THE FACE OF THE REGION

It is taken for granted that one cannot be entirely objective about some one or some thing he loves. I cannot, therefore, claim objectivity as I try to share with you some of my views and impressions of a city, and its environs, which was my birth-place and which has alternately nourished and offended me for most of my adult life.

Also heavily subscribed to is the notion that we hurt the ones we love—out of a distorted emotional concern for their welfare. My remarks shall certainly not be without emotion, but I hope will not hurt. They are not intended to do so.

What follows is a highly personal portrait. It is best that way, I think. Another, or an infinity of others, with different backgrounds, values and vantage points, would have as many different portraits, even totally opposite. I have purposely avoided a statistical approach—for one reason, that I am not a statistician—and for another, they can be most unreliable and indeed deceptive indications of reality. When Gross National Product, for example, counts the tearing down of good old buildings as a plus in the same way that it counts the building of bad new ones, or when armaments production has the same value as education or housing or health, we see how inadequate such devices really are. Gross National Product or Gross Regional Product can tell us only that we may be doing a lot of things, but it can tell us nothing about whether we are doing the right things. Reality is too meta-physical for statistics.

Is there an identifiable Region about which we are speaking today? I think there is. We are talking about a metropolitan area of somewhat over a million people (a third of the state's people) which under the protocols of the Regional Planning Commission encompasses Orleans, Jefferson and St. Bernard Parishes. The Commission itself recognizes that it is incomplete without St. Tammany Parish. But that can be remedied.

It is a region whose geography is dominated by one of the world's great rivers and a remarkable collection of lakes and streams, natural beauty and more than its share of nature's abundance. The family arguments now taking place in our regional house disclose, if nothing else, that political boundaries and the governments described by them are inherently incapable of dealing with issues of geographic and cultural regional significance. These boundaries are wholly artificial—historical accidents—and increasingly operate against regional integrity. The issues with which we must deal today have nothing to do with these kinds of boundaries.

The region has many faces and there are many components in a description of its anatomy: the land, our natural assets (and liabilities) the man-built environment and its cooperation or lack of same with nature, our institutions (education, health, religious, recreational, business, cultural, etc.), but most of all the region is its people, with their attitudes, traditions, aspirations and inspirations—Garden District blue-bloods and trappers, aspiring Garden District blue-bloods and gentlemen hunters, half-black, half white, down and out aristocrats and nouveau riche—what a splendid mix! Who would want to change it? Our ethnic richness, with all the inputs it invites, is one of our greatest assets. The composite is unique, and it is on this we must build.

This is not to say that all is well with our people. Far from it.

If I were reduced to choosing only one word to describe our people, I believe it would be tolerant. Squares and hippies tolerate each other better than in most places. Although it may be an historical accident, we are the most geographically racially integrated city in the united States of America. I shall have more to say about this later.

But tolerance can have its abuses, and for us it is most apparent in that we have lost our capacity for outrage. And I have in mind especially our capacity to be outraged by low levels of governmental performance and the sheer callousness of some officialdom. It is not cause for concern that a man prominent in government remains a major legislative spokesman for an industry from which he earns more than a quarter of a million dollars a year? Or again another, who is supposed to be "like us" in conservative outlook, whose political career has been built upon the fight against "creeping socialism" but who has been earning more than a hundred thousand dollars a year for not planting cotton? One wonders who are the creeps and who are the socialists?

Who can fail to wince when one sees lobbyists pressing legislators' voting buttons in our state legislature, or, despite the ingredients of comedy, a state official passing out candy and campaign buttons at a most unpropitious moment?

It is not a question of law-breaking so much as the monumental insensitivity which wounds us more, I think, than we sometimes realize. Public officials are the curators of our public dignity and we must stop having our dignity abused by them. We need not be a humorless people in demanding an end to it. Certainly these are the kinds of things which Patrick Moynihan had in mind when recently upon taking leave of the President's cabinet he said, "What was once primarily a disdain for government has developed into a genuine mistrust". Our government must appear to be trustworthy before it can be. It is, after all, the only instrument for the orderly improvement of our social and cultural welfare, and the key to what is called quality of life.

Closer to home there is a war going on. (I am not talking about the longest and second largest war in our history, and the only one not engaged in according to constitutional prescription.) I am talking about the war between Jefferson Parish and the City of New Orleans. The bridge controversy is merely a skirmish in the larger war—a mere footnote on the whole story.

At the moment, Jefferson Parish can flourish or appear to prosper only at the expense of New Orleans. The lure of no taxes is irresistible. What will happen, of course, and is happening, is that the racial balance in New Orleans, one of our greatest assets, will be destroyed and become irreversible about the time Jefferson Parish taxes must inevitably become competitive. But the damage will have been done. And God help us if this region becomes what so many in the north have become—a white doughnut with a black center!

There is a certain organic quality about our region. You can't find Los Angeles, even with its twelve million people. But here, there is a strong, identifiable center which of course is the historic City of New Orleans. The suburban parishes' fate is inexorably linked to that of New Orleans and if New Orleans

goes down so will they.

There must be an end to petty parochial jealousies and offenses taken for alleged affronts. Consider these issues:

A virtually bankrupt City of New Orleans pays to the state seven times as much in property taxes as Jefferson Parish. That's bad enough. But Jefferson Parish gets back from the state five times as much as New Orleans! (Relying on my memory, my numbers may not be exact.) Now I ask you, who can believe in government like that? One can only hope that the City's suit for redressing this patent injustice will be successful. What it amounts to is that the people of New Orleans are paying the taxes of the people in Jefferson Parish.

But when the Mayor of New Orleans proposed that a tax be levied on those who sleep in suburbs but make their living in New Orleans and use its services, and that the suburban parishes have a similar and reciprocal tax, the same spiteful legislative paraphernalia which kept Urban renewal out of this city for twenty years went into high gear.

And then there is the mess about property assessments. Here each parish has its own version of an intolerable situation. By high mimillage and low assessments, Jefferson Qarish exacts more than its rightful share of revenue from the rest of the state, including New Orleans. In New Orleans it is more a matter of inequality of assessments. The matter has been talked to death.

It is a problem of state-wide porportion—assessors brazenly ignoring the law they swear to uphold. (Incidentally, how's that for another side of the law and order issue?) It will be settled in the courts, and soon, we can hope—though not perhaps without constant and continuing public exposure. In the meantime, cracks are showing up in the no-tax, low-tax paradise, and without regional equality in taxation, will recur with greater frequency and be more serious in nature.

This all suggests to me that without effective and cooperative metropolitan government, the problems will get worse. New Orleans, Jefferson, St. Bernard and St. Tammany comprise a metropolitan whole, and to repeat, prosperity of one part at the expense of another, can only be transient. The kinds of problems which exist today—in transportation, housing, racial distribution, pollution and environmental harmony—cannot be solved within arbitrary lines or maps.

One face of the region is its physical face. An interstate highway roars through our center, trampling on a stable neighborhood of houses and shops and businesses. In the process, we destroyed what was perhaps the most beautiful grove of oak trees in Urban America—an irreplaceable luxury. We must never let this happen again. We seem to have developed something of a specialty for removing trees. Not only are trees beautiful, providing shape and texture and color and shade, but they are necessary to the sustaining of life, since they are very much involved with the oxygen-carbon-dioxide equilibrium.



Our sub-division planning has been very poor, removing mature trees by the thousands—making a desert of an oasis—and replacing a few of them with nursery saplings. I know that you can't fill low land around trees and have them survive, but I also know that sub-divisions can be planned in such a way as to preserve clumps and groves. And who says all houses must be on slabs which in turn rest on fill? Working with the land and its natural features can give us something that other envy—the potential enriching of an indigenous architectural tradition.

And speaking of tradition, how sad it is to see it perverted by shutters nailed on the wall, by patronizing scraps of ironwork and by mini-versions of plantation houses. There are obscenities other than the four-letter kind. We must face up to the fact that there has been an appallingly low level of public taste operative in our area. This can best be changed by a new commitment to quality—and the logical place to start is in public building. The design of a public building should not be a prize for a faithful or politically helpful friend, but should follow after a most careful consideration of the talent and other resources available. And this city has greatly neglected some of its best talent. It would be very much a step in the right direction if each division of government would publish explicitly how it hires architects and engineers, for example.

No civilization in all history has created such ugliness as we see on a drive from the airport to the center of New Orleans. Weeds, shells, trash, terrible buildings and thousands of worse signs. It must surely cause a visitor to wonder if this is indeed a city which forgot to care. But what does it do to us? We die a little every time we pass through it—numbed though we have been to this assault on our senses. By contrast, the more recent efforts to beautify some of the major boulevards in Jefferson Parish is a very hopeful development.

In Eastern New Orleans, there is a road proposed which is dangerously close to two historic Indian mounds. There is still time to make a regional asset of these.

The presence of the past is a priceless advantage. Man cannot live only with an ever-fleeting present and an unknown future. Visible remnants of our past are



necessary to see what and where we have been. It is necessary for our sanity. The Vieux Carre is the region's best known and its most important man-made artifact. It is as important for its description of a vital style of urban living as it is for its historical significance, yet we blandly go on building stage sets, caricatures of reality. Our capacity for editing history seems boundless. Neither philosophical, artistic nor historical impulses are served in the process. As Professor Bermard Lemann has observed, "flaccid historicism is worse than other forms of dustruction".

But the Vieux Carre and the Garden District are not all we have in the way of rich environmental fabric. Neighborhood after neighborhood as catalogued throughout the city by Professor Lemann have unique stores of vernacular architecture. Moreover, these are places where people want to live.

The entire community must find ways to re-habilitate these houses where necessary and to make them once again joyful places for black and white. It cannot be done without the help of government and the financial community. In Pittsburgh, banks have set aside a certain percentage of their reserves for these purposes with remarkable results. Why can't we do the same?

A community in which more than 40% of the houses are dilapidated or otherwise sub-standard is in deep trouble. Some few voices have been trying to alert us to this growing problem for a long time. The cost of housing is rising to the point where only one-fourth of the American public can now afford the median house cost of $26,000. The housing crisis is spreading rapidly to the middle class. This is one reason why we must look as much to renewal as to new construction. And through renewal we retain a city with depth and historical dimension.

I am placing much hope in the Mayor's just announced plan to give the housing situation a whole new look. The other parishes of the region should be joined in this enterprise, for like most everything else, housing is a metropolitan matter and not merely a New Orleans problem. And it cannot be solved by the professional bureaucracy alone.

We must reclaim our river for much more public use. The lake must be cleaned up. Let's make Canal Street beautiful. We can start with trees and paint, taking off in the process, some of the instant architecture that's masking facades of character and distinction. A woman with beautiful hair doesn't wear wigs. Of course, most of the signs must go, or we're wasting our time. We have a hang-up about signs in this city. We even came in for prominent inclusion in a famous book on environmental atrocities.

I have not mentioned the port, but quite obviously, it is our most important economic asset and a source of historical pride. It reminds us of why we are here. Others can particularize better than I can.

Now is it all bad?

Of course not.

If it were, why would I or any of us be here? What's wrong can be remedied, if we will it to be, and what's right can be made better.

I was struck the other day when three former students visited the School on a Christmas holiday. Highly sophisticated young men, one is working as an architect in Amsterdam, another as a VISTA volunteer in New Hampshire, and the third is a graduate student at UCLA. If there wasn't something good for them about New Orleans, they wouldn't have been here. They lived here long enough to know the city and came to appreciate its qualities enough to come again. There are many others like them.

What is the source of this appeal? If it were easily described it wouldn't be worth having; and to describe it adequately is more than I can do. We can be sure it is compounded of the excitement of a great port, beautiful treed streets, layers of sophistication and naivete, a sense of place and identity, a civilized pace, charming neighborhoods which offer hope that the suburban antiseptic is not the only option, and perhaps it is even enriched on occasion by our colorful and pragmatic politics. Of one thing we can be certain—it is not based upon bigness. San Francisco is rejoicing because it has slipped from California's second to its fourth city in size. Venice is not large but the world comes to its door. The modest Mediterranean cities of Arles, Aix-en-Provence and Antibes are highly civilized places.

Houston, Dallas, Atlanta, Miami need not be our models. They are one thing, we another. If we set as our goal the making of a city which we want to live in—a decent and civilized place—and are willing to pay for it with money, imagination and energy, there will be no shortage of tourists.

Cities' roles change in history. A narrow preservationist aloofness which fails to comprehend the dynamics of contemporary life will not do. Nor will the speculator who thinks the problem is to satisfy intricate government regulations instead of human needs do anything but harm. A sense of wholeness is needed by all, and along with it an uncompromising subscription to quality.

From this alone, miracles can happen.

John W. Lawrence, FAIA
Professor of Architecture and Dean, School of Architecture, Tulane university

9 January 1971

Honoraries



Alpha Omega Alpha: Richard Thomas Anderson, Thomas Brandt Anderson, Laurence Warren Arend, James Stewart Bonnet, Jr., Isaac William Browder, Archie Watt Brown, Jr., Ronald Wilfred Busuttil, Benita Synar Carson, Stanley David Carson, Joseph Alan Chiapella, Harriette Anne Clay, Clifford Loren Coleman, David Michael Jarrott, Robert Joseph Kaminski, Glenn Earl Lambert, Jr., Douglas Mann Landwehr, Robert Alan Lipson, Charles Gordon Long, Jack Colbert Morgan, III, Arthur Joseph Nussbaum, William Ellis O'Mara, John Edward Rea, III, Robert Edward Roybal, and Andrea Lynn Starrett. **Alpha Sigma Lambda:** Richard P. Berry, Alma Blasini, Barbara Bouden, Karen Jahncke, Frank A. Jones, Jr., George W. MacArthur, John E. May, Ronald J. Ragas, Jack W. Randolph, and Betty Russell. **Assets:** Martha Azar, Irene Briede, Mary Carrigan, Mimsy Fitzpatrick, Karen Meador, Paula Perrone, Kay Sampson, Diane Sanderson, Sheelah Strong, and Louise Wolf. **Beta Gamma Sigma:** Jerome T. Broussard, John M. Caldwell, Maj. Joseph C. Conrad, Maj. Merle Freitag, Maj. Noel D. Gregg, Maj. Jack H. Griffith, Jr., Maj. John C. House, Johnnie M. Jackson, Jr., Paul F. Livaudais, David J. Manifold, George A. McCammon, Capt. James F. Mullen, Capt. Walter L. Perry, Maj. John L. Rafferty, Jackson S. Robbins, Ashton J. Ryan, Jr., Capt. Melvin E. Schick, Jr., Richard L. Simmons, Gerardo ten Brink, and Capt. Jay E. Vaughn. **Kappa Delta Phi:** Andrew W. Allen, Bruce Feingerts John McCarron, Jr., George Nelson, Jr., Robert B. Schwartz, Leon M. Trice, Eric William Vetter, and Ralph E. Wafer. **Mortar Board:** Margaret Blain, Claudette Campbell, Shelley Dorfman, Muffet Fonte, Lynn Freeman, Sandra Hartley, Laurel Malowney, Jill Myers, Pat Prins, Cynthia Stevens, Anna Wade, Juanita Weisbach, and Jane Zimmerman. **Omicron Delta Kappa:** Leland P. Bennett, Gregory Bertucci, Richard H. Bretz, Jr., Floyd A. Buras, Jr., Alvin James Cox, Michael B. Farnell, Bruce L. Feingerts, Edmond G. Feuille, Jr., James B. Florey, Stephen M. Henry, Jac D. Irvine, John Kuypers, Keith D. LaRose, Sidney G. Marlow, Jr., Claude A. Mason, John D. McCarron, Jr., George D. Nelson, Jr., Sidney H. Phillips, Jr., Lehman R. Preis, Jr., Mark B. Stoopler, Robert H. Thomas, Thomas W. Twiford, John H. Walsh, Robert A. Warriner, III, Robert V. Wiggins, Wayne S. Woody, and Alan J. Yesner. **Order of the Coif:** William Edward Brown, Robert Reisch Casey, Anita Hamann Ganucheau, David Arthur Kerstein, Geoffrey Herr Longenecker, David Anthony Marcello, Malcolm Andrew Meyer, Joseph Leon Parkinson, Lyle Robert Philipson, Donald Alan Shindler, Judy Nicholas Tabb, and Walter Chillingworth Thompson, Jr. **Phi Beta Kappa:** Randall Kirk Albers, Charles William Allen, Jr., John William Audick, James Daly Austin, Joseph Edward Baggett, Thomas Donald Barton, Nancy Dale

Berk, Sidney Joseph Bertucci, Charles Walter Brown, Diane Burnside, Shelley Lee Citron, Susan Faye Clade, William Henry Cummings, III, James Gardner Dalferes, Shelley Fonda Dorfman, Nell Ann Duncan, Harris Gregory Effron, Alton Lynn Ellison, Jr., Steven Bruce Feder, Steven Allen Felsenthal, James Henry Fife, Sharon Leslie Flashman, Katharine Fraser, Carol Ann Freeman, Lynn Foster Freeman, Jacqueline Friedman, James Rufus Garts, Jr., Ted Wayne Gay, Raymond Phillip Gordon, Dennis Gerard Gregoire, Jay Eduard Gruber, Barbara Bolton Hall, Patricia Doran Hanks, Virginia Harris, Stephen Michael Henry, Rose Marie Hom, Richard Powell Hoover, Martha Igert, Margaret Lamb Johnson, Julie Diann Kampen, Dennis Kasimian, May Kay, Monty Krieger, Lee Hamilton Latimer, Richard Dana Lester, John Graham McCarron, Jr., Mary Jane McClintock, Michael Kenneth McClure, Clyde William McCurdy, Jr., Mary Edie Meredith, Gayle Louise Monroe, Deborah Gail Morris, Edward James Moskowitz, Ileana C. Oroza, Arthur Franklin Paulina, Harriet Louise Porzig, James Piercey Price, Jo D. Bounds Reed, Eleanor Conway Siley, James Michael Riopelle, William Alan Robinson, Louis James Rovelli, Charles Sanford Ruark, Jr., Robert Edward Ruderman, William Terrence Schreier, Sarah Culbertson Scott, Charles Marshall Sevadjian, Tamra Sindler, Shari Dianne Sobel, Martha Jane Stein, Cynthia Ann Stevens, Dennis Ronald Stewart, Mark Benjamin Stoopler, Rose Marie Smith Strain, Justin Tally, Katherine Ann Templeton, Dorothy Carroll Toby, Cristine Marie Traxler, Stephen Vann, Russell Moreland Weaver, Alison Weinberg, Riki Pauline Weinstein, Henri Wolbrette, III, and Martha Jane Zimmerman. **Tau Beta Pi:** Ashton Benjamin Avegno, Jr., Jeb Stuart Baumann, Lionel Michael Cobo, Jack Carl Detweiler, Richard Charles Dusang, Hugh Henry Fuller, III, Daniel Paul Garcia, Michael Francis Hein, Michael Allan Knapp, Robert Joseph L'Hoste, Jr., Hugh Joseph McClain, Jr., Stephen Anthony Murphy, Helen Corinne Pattison, Ted Steven Silver, Philip Nathan Styne, James Clark Tudor, and Thomas William Twiford, Jr. **Who's Who:** David Bauman, Bill Behrenett, Marcia Bennett, Nancy Berk, Margaret Blain, Claudette Campbell, Sharon Carrigan, Claude Clayton, Mark Davis, Kenneth Ducote, Clark Durant, Mike Farnell, Bruce Feingerts, Sharon Flashman, Mike Florie, Muffet Fonte, Cory Frantz, Barbara Hall, Sandra Hartley, Mike Henry, Mac Hyman, Jim Koontz, John Laborde, Lucy Lane, Chuck Leaness, Richard Lester, Sallie Lowenstein, Irwin Mandelkern, Randy Marcus, Jill Meyers, John Mueller, George Nelson, Ileana Oroza, Rusty Palmer, Pat Prins, Charles Redmond, Kenneth Sanderson, Terry Schreier, Dick Sharpstein, Marian Shostrum, Shari Sobel, Cynthia Stevens, Mike Stropler, Robert Thomas, Lee Trice, Thomas Twiford, Jr., Anna Wade, Michael Wall, Gordon Weil, Riki Weinstein, Alice Wilbert, Carolyn Woosley, Stephen Zagor, and Jane Zimmerman.





Artichokes, Magnolias, and the new sensibles



Nowadays, peace is "in" with pot, the war is "out" with Weejuns,
Pony tails have parted and the letter sweater moved
to other styles and fashions that symbolized the sixties
and show the changing mood of the student generation.

Psychedelic light shows, sounds and high pitched screeches
reflect a different tempo from the fifties.
Protocol has bowed to bodies, beads and bells,
as we enter a new era of expression.

The media is serving to integrate the nation
and provide identity for groups that were apart;
students were scattered in fifty different states,
then politics and protest were presented.

Begun at Berkeley and explosively contagious,
like a chain reaction, violence was in vogue,
and riot raged the campus over civil rights and ROTC,
'Til understanding rifted way past all repair.

Some marched to save the movement
and indeed, it is significant that peace is sought instead of war
and love instead of hate;
but can we weld the worlds of workers and our parents
when opinions of the young and old are opposite?

We vocalize our views out of interest and involvement:
Calley and Cambodia are objects of concern,
Students speed, but not with Spiro and are scared by our technology—
IBM computer cards, gigantic corporations threaten
individuality we've been trying to retain.

The youngest generation to take an active part
because higher education has given us an insight to the workings
of the world.
And we are taught to question and investigate the unknown
so that progress can occur.

We are concerned with the quality of country
and are seeking sets of values somewhat different from before.
Some have withdrawn to water beds and farms
along a hippie frontier of new freedoms.

And whether we are like this is a purely private issue
but at least we are aware of the trends taking hold
for through communications college has expanded beyond
beyond the quad of Newcomb and New Orleans.

The campus is a meeting ground for many varied types,
and here we learn to tolerate the others.
Each is exposed to what she never knew,
comprising the microcosm of experience.





Here we've had a healthy mix of
debutantes and activists, followers, and senate leaders,
model types and blue jeans joiners, intellectuals and the jet set,
mesh their tones and temperaments together.

White crosses on the quad to commemorate the dead,
Panty raids and football games, doughnuts in the dorm,
Pass-fail through petition, still parties with the Dean,
make for motley memories of the changing college scene.

But with all this talk of demonstrations, one must not forget
that students can cooperate and through committees settle
issues that have brought our peers
to the brink of revolution.

Newcomb has given us the chance to participate
in the decision-making process of the college,
and our administration has tried to be responsive
to student sensitivity and gripes.

On the levee by the River, jazz and Bourbon Street,
Basin blues, red beans and rice, Creoles, Cajuns, shrimp,
are vestiges of culture in crescent city history
of which we could partake.

Artichokes and white magnolias, oaks and muffelattas,
Lake Ponchartrain, the Park, the streetcar on St. Charles,
and Mardi Gras to gather beads, say, throw me something mister,
will remind us of this four-year Delta setting.

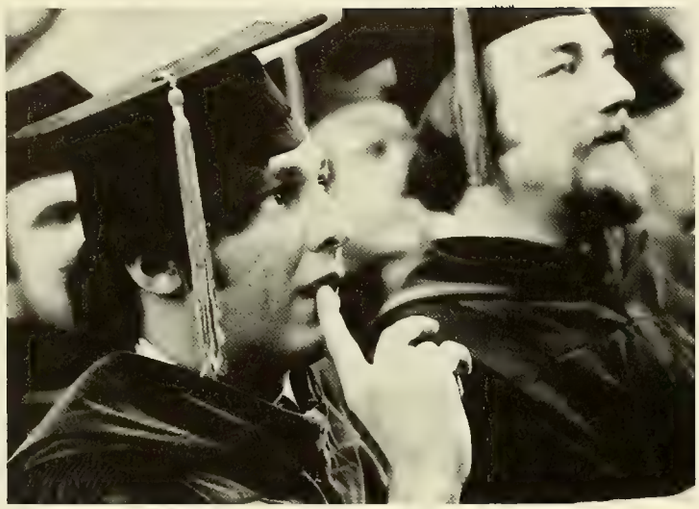
This is a rather peaceful place
where there are traces of tradition
to allow a quiet gentleness
the freedom to prevail.

We go into the seventies from our college microcosm,
sort of as a bridge, for our class has spanned two decades,
where we hope to be accepted as women, yes, but more,
as educated people who contribute what they know.

With memories of the old and ideas of the progressive,
we introduce ourselves to you Mrs. Davis,
the Newcomb Alumnas Association and to the world of our future endeavors,
and perhaps, to the greening of America, as the class of 1971.



—**Cynthia Stevens**, *Newcomb '71,*
"Little Commencement"
Newcomb College, May 29, 1971





". . . It is a simple enough theme I want to put before you this morning: that in these harsh and strenuous times, we have a profound need for exercising *both* compassionate involvement and rational detachment in dealing with our public troubles. Concern without rationality is inept sentimentalism; rationality without concern, callous manipulation. Now, as often before, we have an urgent need for both compassion and reason.

". . . It is not, I venture to suggest, a new deterioration in the structure and practice of our society which is producing our present discontents. Rather, it is the emergence of a new sensibility. Having raised our sights and moral expectations, we become more sensitive to long-existing inequities in our society and to its imperfectly realized potentials for a humane life. In growing numbers, we Americans direct our critical attention to the weaknesses of our society just as we have long directed our admiring attention to its strengths. In this process of collective self-scrutiny, the more we demand of our society, the more faults we naturally find. And we are becoming an exceedingly demanding people and a self-critical society. What was good enough before, in the form of convenient compromise with principle, is no longer judged good enough today. New priorities of values are in the making. More and more Americans, even some of those in the halls of Congress, are stirring themselves out of a complacency induced by the fat and prosperous years to ask the harder questions: affluence for what? for whom? and what beyond affluence?

". . . The new sensibility involves an enlarged sense of collective responsibility for what takes place in society. Above all else, it exacts increasing accountability. It requires a public accounting by those who govern our organizations and direct our institutions, for it takes with a new seriousness the old idea that every private enterprise is invested with a public interest. Organizations in every sphere—business and religion, education and politics, science and technology—are being held accountable for acts of commission and omission to a degree not known before. And at least the most authentic exponents of the new sensibility know that this cuts both ways: that they, the public critics, are also to be held accountable for their acts of commission and omission. They do not ask for a double standard in which the others are to be held to the standards of a moral discipline which they allow themselves to escape.

"To the distant outsider, the many new sensibles are easily confused with the small number of the new irresponsibles. But there is a great difference between them, all the difference that matters. The new sensibles know that ends are inseparable from the means adopted to achieve them. They know that corrupt means corrupt





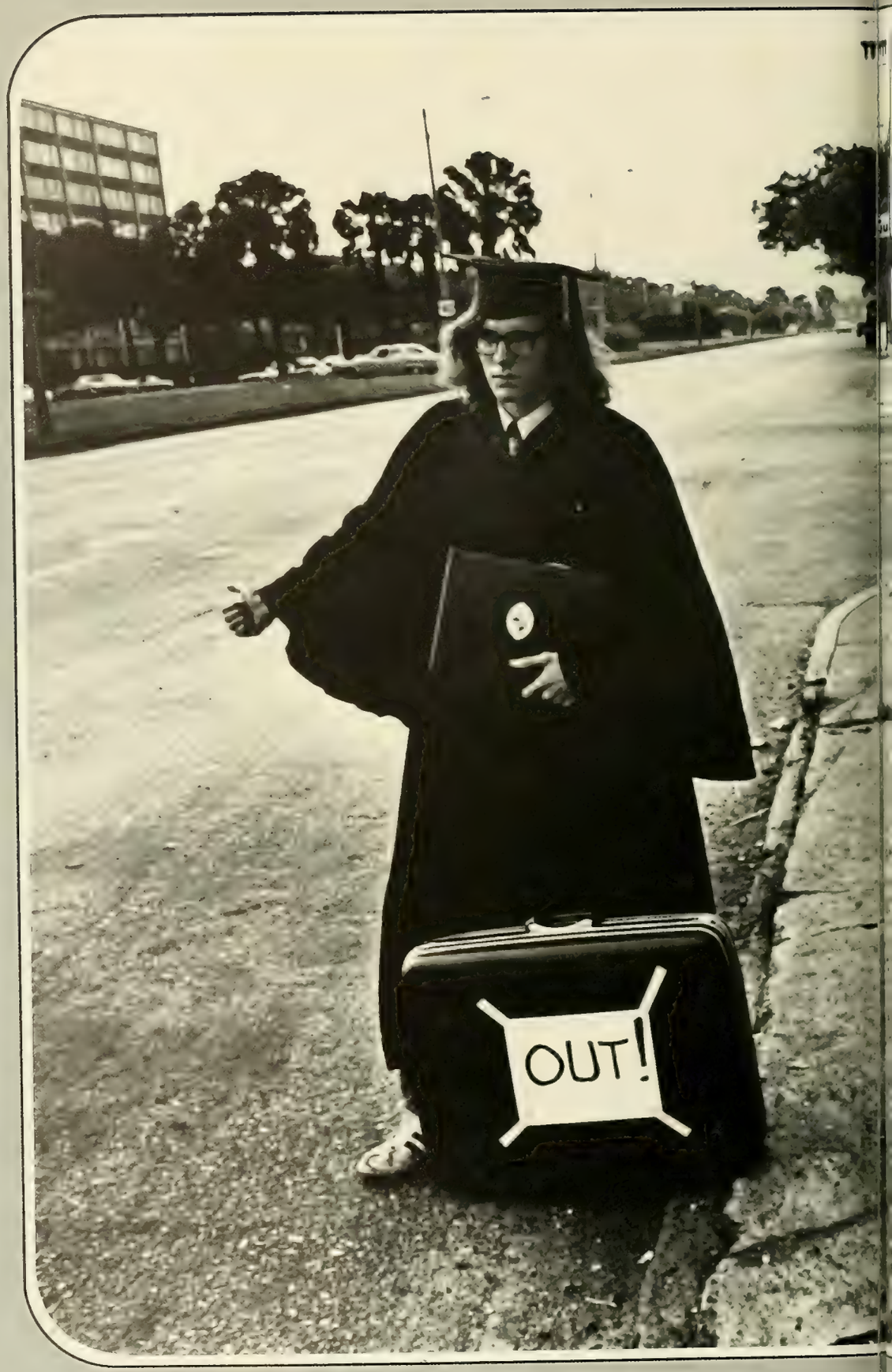
idealistic ends. They know, too, that extremists of the right and extremists of the left in effect join forces in an interactive cycle of destructiveness by adopting the doctrine and the practice of 'anything goes.' They know that those who would maintain our institutions unchanged 'at any cost' are of a kind with those who would destroy these institutions 'at any cost.'

The new sensibles are radical in the strict sense of trying to get to the roots of our public troubles, of trying to get down to fundamentals. But again, this authentic humane commitment has nothing to do with the self-described idealists on the fringe who only exhibit in themselves what they condemn in others. These are the irresponsibles in every aspect. Demanding accountability from others, they refuse to be held accountable for their own behavior, either individual or collective. For the old irresponsibility of *laissez faire,* they deny others the opportunity to dissent from them, imposing instead the tyranny of the crowd, with hectoring taunts drowning out authentic dialogue. Ostensibly concerned to do away with the vicious epithets of race and religion, they invent a vocabulary of hate all their own. Protesting violence abroad and at home, they take pride in their own violence, on and off campus. Opposing racism and sexism, they manage to create a doctrine of agism which pits the generations against one another. The unattractive self-righteousness of some of the old they replace by an unattractive self-righteousness of the young. Given to extremes, they would replace gerontocracy by juvenocracy, rule by the very old with rule by the very young, unmindful that young and old, black and white, we are all in this together . . .

". . . You of the graduating class can aptly say, in paraphrase of Eliot's Thomas Becket: ". . . four years is no brevity, we shall not get these four years back again." And an occasion celebrating these years in your lives clearly calls for a peroration. Here, then, is mine. It is for us all to recognize the profound difference between the new sensibility, which is our hope, and the new irresponsibility, which is our burden. Possessed by a belief in inevitable progress, we Americans have long been a nation of Pollyannas; we need not become a nation of Cassandras. We need not oscillate between an irrepressible optimism and an irrepressible pessimism. Other options for raising the quality of civil life are open to us. And chief among these is the option provided by the authentic new sensibility: the option of being humane in our commitments, critical in our judgments and compassionate in our practices. May we all exercise that option for the rest of our days."

—Dr. Robert King Merton
Commencement Address
May 31, 1971

Those who have made it, 1971




BUS STOP
CITY
U.S.MAIL



COLLEGE OF ARTS AND SCIENCES

BACHELOR OF ARTS

William Alan Robinson, *summa cum laude* with honors in Psychology, Leawood, Kansas.

Randall Kirk Albers, *magna cum laude* with honors in English, Dundas, Minnesota.
TWO DIRECTIONS:

DIRECTION #1—
Sensitivity
Intensity
Reality
Humanity
Stifled
Struggling
Jabbed
Juggling
I am!

DIRECTION #2—
And Tulane, shining
Southern citadel,
impotent in her
illusions of past
and delusions of
future *greatness*
Going down as all
good Southern-
ers—with nobility.
Going down all the
same
And eight thousand
babies in her
womb crying,
Don't take me with
you—Mother.

James Daly Austin, *magna cum laude* with honors in Political Science, Burleson, Texas.

Thomas Donald Barton, *magna cum laude* with honors in Political Science, Omaha, Nebraska.

Steven Allen Felsenthal, *magna cum laude* with honors in Political Science, Tampa, Florida.

James Piercey Price, *magna cum laude* with honors in Sociology, Shreveport, Louisiana.

William Terrance Schreier, *magna cum laude* with honors in History, Prairie Village, Kansas.

Stephen Andrew Vann, *magna cum laude* with honors in Spanish, Montgomery, Alabama.

Kenneth Wauchope, *magna cum laude* with honors in Theatre, New Orleans.

Henri Wolbrette, III, *magna cum laude* with honors in Economics, New Orleans.

Jerome Albert Brown, Jr., *cum laude* with honors in Anthropology, San Antonio, Texas.

Mark Stephen Davis, *cum laude* with honors in Political Science, Tulsa, Oklahoma.

Steven Bruce Feder, *cum laude* with honors in Political Science, Cedar Rapids, Iowa.
"Whether universal suffrage prevails or not, always it is an oligarchy that governs."—Vilfredo Pareto, *The Treatise*

Russell Duane Pulver, *cum laude* with honors in History, Sulphur, Louisiana.

Russell Moreland Weaver, *cum laude* with honors in English, Tupelo, Mississippi.

Gordon Weil, III, *cum laude* with honors in Economics, Cincinnati, Ohio.

John Paul Campbell, III, with honors in Sociology, Ruston, Louisiana.
The sword we used to kill the king now threatens us. We believed we would at last be free to possess that blank-verse of the mind so necessary for true freedom: we can now walk among the flowers in an ever enlarging circular path.

Robert Christopher Goodwin, with honors in Political Science, Bethesda, Maryland.

Phillip Harvey Hoffman, with honors in Chemistry, Olivette, Missouri.

Thomas Newman Ireland, with honors in English, New Orleans.

Bruce Ross King, with honors in Anthropology, New Orleans.

John Robert Sutter, with honors in Sociology, Marion, Indiana.

Judson Eugene Tomlin, Jr., with honors in Sociology, Mobile, Alabama.

Roger Alan Wagman, with honors in Psychology, Bristol, Pennsylvania.
"I saw that the meaning of life was to secure a livelihood, and that its goal was to attain a high position; that love's rich dream was marriage to an heiress; that friendship's blessing was help in financial difficulties; that wisdom was what the majority assumed it to be; that enthusiasm consisted in making a speech; that it was courage to risk the loss of ten dollars; that kindness consisted in saying, 'You are welcome,' at the dinner table; that piety consisted in going to communion once a year. This I saw, and I laughed."—Kiergekaard

Charles David Abercrombie, History, Seminary, Mississippi.

Ralph Roger Alexis, III, History, New Orleans.

Charles William Allen, Jr., *cum laude,* History, Silver Spring, Maryland.

Arthur Moffett Allison, III, English, Versailles, Kentucky.

Richard Royen Anderssen, Jr., Economics, Brick Town, New Jersey.

Samuel Henry Andrews, Psychology, Citronelle, Alabama.

Arthur Morris Aronson, Sociology, New Orleans.

Joseph Edward Baggett, *cum laude,* Political Science & History, Jacksonville, North Carolina.

Stewart Roland Barnett, III, Economics, New Orleans.

James Manly Barton, II, Political Science, Shreveport, Louisiana.

Brian Alan Bash, English, Shaker Heights, Ohio.

Charles Cassidy Bass, III, Sociology, New Orleans.

David John Bertau, English, Ponchatoula, Louisiana.

Ronald Stephen Bertucci, History (Conferred Posthumously), New Orleans.

Brent Bevers Bike, English, Reading, Pennsylvania.

Jon V. Blake, Spanish & Biology, Baytown, Texas.

Robert Louis Blum, Political Science, New York, New York.

Joe Edd Boaz, Political Science, Anson, Texas.
Thou shalt not kill, slaughter, execute, napalm, attack, subjugate, hate, or prejudice human beings as American tradition and values dictate. An immediate change is required hopefully through process, if not, then through any expedient form of revolution.

Lester Daniel Bockow, History, Great Neck, New York.

David Wells Bond, English, Dordrecht, The Netherlands.

David Coriell Booth, History, Bellaire, Texas.
"New Orleans . . . a courtesan whose hold is strong upon the mature, to whose charm the young must respond, And all who leave her, seeking the virgin's unbrown, ungold hair and her blanched and icy breast where no lover has died, return to her when she smiles across her languid fan."—Faulkner

Ralph Stewart Bowden, English, Coral Gables, Florida.

Stephen Wayne Boyd, History, Clovis, New Mexico.

Robert James Brennan, Jr., *cum laude,* English, St. Petersburg, Florida.

John Jacob Broders, History, New Orleans.

Charles Walter Brown, *cum laude,* Psychology, Baltimore, Maryland.

Clifford Allen Brown, Political Science, Paragould, Arkansas.

Joseph Ross Brown, Jr., English, Pekin, Illinois.

Joseph Glen Bruce, Economics, Kingsport, Tennessee.

Bruce Albert Burga, Economics, New Orleans.

Johnny Lee Burns, Psychology & French, Fayetteville, North Carolina.

Frank Robinson Burnside, Jr., History, Newellton, Louisiana.

David Arthur Bybee, Economics, New Orleans.

Clegg Caffery, Jr., English & Geology, Franklin, Louisiana.

Robert Michael Caldwell, Economics, Baton Rouge, Louisiana.

David Byron Campell, Psychology, New Orleans.
"Those things for which the most money is demanded are never the things which the student most wants, Tuition, for instance, is an important item in the term bill, while for the far more valuable education which he gets by associating with the most cultivated of his contemporaries no charge is made."—Thoreau, 1854

John Edward Carey, II, Sociology, Chevy Chase, Maryland.

Howard Philip Carnes, *cum laude,* Economics, College Park, Georgia.

Kenneth Michael Chackes, Psychology, St. Louis, Missouri.

Yeu Jwo Chin, Political Science, New Orleans.

Claude Feemster Clayton, Jr., Political Science, Tupelo, Mississippi.

Crawford Haralson Cleveland, Jr., English, Gulfport, Mississippi.

James Michael Collins, History, New Orleans.

Stanley James Cooper, Psychology, Princeton, New Jersey.

Robert Sherod Corbitt, Music, Louisville, Georgia.

Robert Hunter Couvillon, History, Marksville, Louisiana.

Alexander Brown Coxe, History, Greenwich, Connecticut.

Edward Edgar Crocker, Jr., History, Sante Fe, New Mexico.

Paul Edward Crow, History, Dallas, Texas.

Stephen Charles Curtis, Psychology, Davenport, Iowa.

John Nicholas Cusano, Political Science, Orange, Connecticut.

James Gardner Dalferes, *cum laude,* History, Mobile, Alabama.
A-ONE, A-TWO!
A-HELL OF A HULLABALOO!
A-HULLABALOO, RAY RAY!
A-HULLABALOO, RAY RAY!
HOORAY, HOORAY!
VARS, VARS, T-AY!
TULANE!

William Francis Danaher, Political Science, New Orleans.

Arturo Edward D'Angelo, *cum laude,* History, Hubbard, Ohio.

Richard Charles Danysh, Political Science, San Antonio, Texas.

Robert Sherwood Dawalt, Jr., Music, Cranford, New Jersey.

Dominick Joseph Del Carlino, Jr., Philosophy, Haddonfield, New Jersey.

Robert Sylvester Devins, Political Science, North Miami, Florida.
Ish bibbly otten botten,
bee bop ta teeten totten,
Owls! Owls! Night Owls!

Charles Edward DeWitt, Jr., Political Science, Houston, Texas.

George Wilfred Diggs, Jr., Biology, New Iberia, Louisiana.

Richard B. Dobkin, Political Science, Pittsburgh, Pennsylvania.
"Cookie! Cookie!"

John William Dommerich, Psychology, Coral Gables, Florida.

John Clay Dorris, English, Biloxi, Mississippi.

John Hamilton Downs, Anthropology, Cherry Hill, New Jersey.

Frederick Bradford Drake, Jr., Political Science, Allentown, Pennsylvania.

Jimmie Louis Dresnick, Political Science, Miami, Florida.

Charles Louis Duke, History, Chicago, Illinois.

William Clark Durant, III, Economics, Grosse Pointe, Michigan.

David Floyd Edwards, History, New Orleans.

Terence David Edwards, Political Science, Shaw Air Force Base, South Carolina.

Richard Wayne Eichenholz, Psychology, Louisville, Kentucky.

Roy Steven Elkin, Philosophy, Miami, Florida.

James Sewell Elliott, Jr., Political Science, Macon, Georgia.

Peter John Emigh, Economics, Wauwatosa, Wisconsin.

Chris McKinney Evans, Political Science, Jackson, Mississippi.

Timothy Russell Farmer, History, Naples, Florida.

George Edward Ferguson, Economics, Fort Worth, Texas.

Grey Flowers Feris, History, Vicksburg, Mississippi.

Thomas Norling Fiddler, History, New Orleans.

Carl William Flesher, Jr., Psychology, Rockville, Maryland.

Leo Anthony Fox, English, Boca Raron, Florida.

Philip Leon Frank, Jr., Economics, New Orleans.

Gordon Marc Gaethe, Psychology, Metairie, Louisiana.

James Rufus Garts, Jr., *cum laude,* History, Rolling Meadows, Illinois.

Michael Roy Geerkin, Sociology, New Orleans.
An easy windy
sleepy grass
snuggles over
fresh young
blush red
bodies
in the twilight

Michael Edward Geringer, History, Nashville, Tennessee.

Steven Lee Gilmer, English, Birmingham, Alabama.

Alan Barry Goer, Economics, Charleston, South Carolina.

Victor Manuel Gomez, Psychology, Cali, Columbia.

James Comstock Goodwin, Theatre, New Orleans.

Raymond Phillip Gordon, *cum laude,* Political Science, Glencoe, Illinois.

Thomas Dodge Graffagnino, Sociology, Columbus, Georgia.

Robert Earl Griffon, Economics, Cristobal, Canal Zone.

Harvey Mitchell Grossman, Psychology, Shawnee Mission, Kansas.

Jay Eduard Gruber, *cum laude,* Economics, Memphis, Tennessee.

Edward John Gschwender, Jr., History, Fulton, New York.

Gordon Bernard Gsell, Jr., English, New Orleans.

Christopher Delaney Gwin, Economics, Ada, Oklahoma.

Martin Richard Haase, English, Chalmette, Louisiana.

John Wade Haley, Political Science, Birmingham, Alabama.

John David Harmatz, Economics, Baltimore, Maryland.

William Robertson Harmon, III, Political Science, Tangier, Morocco.

Andrew Chris Heinrichs, Political Science, Fort Worth, Texas.
The time goes quickly, but what the hell—it was a lot of fun. I'm not about to espouse any major philosophies, but would rather spend the time remembering all the thrills and joys of the GREEN WAVE and the UNIVERSITY INN—AND REMEMBER CHOICE D—WHO GIVES A SHIT?

Edward Joseph Hemard, III, History, New Orleans.

Joel Jerome Henderson, Political Science, Greenville, Mississippi.
There is more to be learned in four years of college than what is found in books. I have learned this—

Stephen Michael Henry, *cum laude,* History, Natchitoches, Louisiana.
Thanks and a hat-tip to: H., John, Kid, Rusty, Jake, Craig, Stan, George, Greg, David, Pat, Joe, Coach, Terry, Duh, Sponz, Pud, Gere, Winston, Kay, Curly, Larry, Moe, and that about wraps it up.

Robert Dale Hertzberg, Sociology, Bayonne, New Jersey.

Dale Richard Hilding, Political Science & Latin American Studies, Coeur D'Alene, Idaho.
"Que acredito so ventura, morir querdo y vivir loco." For if he like a madman lived, at least he like a wise one died.—Cervantes: *Don Quixote*

Jeffrey Alan Hirsch, History, North Miami Beach, Florida.
Fuck the games and the machine; bless the people.

Farrell Douglas Hockemeier, English & Psychology, Richmond, Missouri.
"Dear Mr. Hockemeier: We are sorry to have to report that we are unable to act favorably on your application for admission. With approximately 3,500 applicants for our 165 available places, we have had to reject a great many candidates of the highest caliber. We trust that you will be successful in pursuing a career in the law, and we regret our inability to include you in our entering class. Sincerely yours, Yale Law School." EAT POOP

Robert Allen Hoffman, *cum laude,* English, Great Neck, New York.

Richard Powell Hoover, III, *cum laude,* Political Science, Elizabeth, New Jersey.
LCNFF ILLCDS NZIDO UITDC WURVX ZSJZC DGGKD SCWPP MFLCS ILHHH XTELB GHYCY QPTEJ YGZEM MPPHE MCYOZ CRHAW LUYZV HINLT YDGGK KTMZV LESWL HOVYD ECOGA MOHTH PHYPE UGGAZ ZHHTN LEXBS KMNPL OTFXK SWWZX STDGL OUBBH PPYZM ANATH AMDSL DFYSX MRYAP LUYXV This is a polyalphabetic substitution using the Vigenere tableau. The keyphrase is GO TO HELL LSU

Mark Richard Horowitz, History, Niles, Illinois.
ODE TO TULANE:
If one should stick his finger in his navel
and decide the world is sick,
He also should remember where he chose
the spot his finger is to pick;
For while he sits and ponders over all the
horrors that before him lie,
He should consider soon his stomach will
begin to bleed and he shall die!

Ward Ackert Howard, Political Science, Fort Worth, Texas.

Charles Edward Hucks, History, Jacksonville, Florida.

Robert Charles Irvine, History, New Orleans

Peter Andrew Jacobson, History, Coral Gables, Florida.

Gregg Allen Johnson, Philosophy, Claremont, California.

Bruce Sidney Johnston, Political Science, New Orleans.

John Paul Juhasz, History, New Haven, Connecticut.

George Stephen Kantor, Political Science, Yonkers, New York.

Ronald Ivan Kaplan, Spanish, Atlanta, Georgia.

Miles Butler Kehoe, Psychology, Metairie, Louisiana.
The memory is like a tape player recording day to day experience. May we play back from what we remember.

Charles Francis Kelley, Jr., *cum laude,* German, Plainfield, New Jersey.
Since I am in the "over-30" age group, I feel that I can present a slant different from that of my younger classmates—the weather the past four years has been great!!!

Thomas Nelson Kennedy, Jr., History, Sterling, Kentucky.

Stewart Joseph Kepper, Jr., History, New Orleans.

Michael Joseph Khourl, Economics, Paducah, Kentucky.

Barney Dean King, Economics, Cliftonville, Mississippi.

Richard Owen Kingrea, History, Seabrook, Texas

Bruce Steven Kingsdorf, Psychology, Bala Cynwyd, Pennsylvania.

John Christopher Kirchner, Philosophy, McLean, Virginia.

Manuel Lisandro Knight, Economics, Washington, District of Columbia.
The Tulane Student Body is a good follower—it eventually picks up and adopts any of the ideas, trends, or styles popular at the time. It does not set or start any of its own. There are many people here who shouldn't be; they're here for the wrong reasons, or for none at all—just to pass the time comfortably or for pleasure. Perhaps that's why Tulane is such a great follower. Nevertheless, I think you can get a fine education here, a very good one with lots of effort and an open mind.

Christopher Lee Kocsis, English & Spanish, Mexico City, D.F., Mexico.

Steven Charles Kramer, *cum laude,* History, Dayton, Ohio.
Tulane's been up so long it looks like down to me.

Alan Dean Laff, English, Englewood, Colorado.
A Sunset Brighter:
The Painter pulled His palette
And His brush and tubes of pink and blue
The pigment pink of cotton clouds
The powder blue of weathered ink.
Upon the canvas bare of life
He drew a sunset pale
The pink itself was not enough
To give His painting life.
He threw His canvas to the ground
And put another in its place.
A glowing globe He formed of blue
And yet this, too,
Was not enough.
He pondered on for six long days
And just when he was wont to yield
This canvas which was His life's quest
His mind was siezed with painful joy.
He took the palette from the shelf
And once again the pink and powder blue.
Into a sparkling crystal jar
He emptied both His tubes of oil.
He stirred them with His marten brush
And watched the colors 'gin to merge:
The swirls of blue enclosed in pink
The pink encased in blue
The separate colors merged in one
No longer pink or blue—
But new.
More full than ever seen before.
A nouveau hue
He used to paint
A sunset brighter
Than the true.
—Denver, August 8, 1970

David Murrie Leake, History, Metairie, Louisiana.

Edward Francis Le Breton, English, New Orleans.

Robert Edward Lee, History, Rye, New York.

Wayne Joseph Lee, Political Science, New Orleans.

Terrence Jude Lestelle, Psychology, New Orleans.

Richard Dana Lester, *cum laude,* Economics, Houston, Texas.

James Shih Kwong Leung, Sociology, Brooklyn, New York.
Loneliness was first my fate
it tormented me and wasn't great
now and then i became a friend
deeply rooted it was to grown and blend
alas, what is most to grow is my love for:
amelicka da bewteefoo,
bewteefoo amelickan democlacy,
plotestan etic,
me sing foo you bullshit,
look around,
turn around.
DO IT. . . .

Robert Norman Levinson, Spanish, Atlanta, Georgia.
The Vulgar "we"—A thought & poem
Heads in the sand, feet toward the sky,
They read the words, meaning unknown
Stature erect in coat and tie
Who can guess the winds their hearts have blown?

Sam Laib Levkowicz, Sociology, New Orleans.

Clifford Jon Levy, Sociology, New Orleans.
"Society highly values its norman man. It educates children to lose themselves and to become absurd, and thus to be normal . . . We are not able even to THINK adequately about the behavior that is at the annihilating edge. But what we think is less than we know; what we know is less than what we love; what we love is so much less than what there is. And to that precise extent, we are so much less than what we are."—R. D. Laing

Walter Edmond Levy, English, New Orleans.

Stephen Robert Lewis, Jr., Economics & Political Science, Galveston, Texas.

William Sproull Lewis, English, Warren, Ohio.

Ray Theodore Liuzza, English, Arabi, Louisiana.

Dale Gordon Long, Psychology, Grosse Point, Michigan.

Peter Andrew Lopez, Political Science & Latin American Studies, Victoria, Texas.

Albert Sheley Low, Jr., History, Houston, Texas.

William Barry Mabry, Economics, New Orleans.
The crowd applaudes for the magnificient catch,
They cheer for a Sayers-like run,
They watch in awe as giants match
Their fists in what's more than fun.

But the hero isn't the quarterback, or halfback,
Or coach who stands above them all.
The hero is a pig, without whose skin
There would be no ball.

David Toby Magrish, History & Political Science, Cincinnati, Ohio.

John Robert Mahon, History, Miami, Florida.

Irwin Mandelkern, Political Science, Tallahassee, Florida.

Robert Louis Marcus, Economics & English, Shreveport, Louisiana.

Mark Francis Marley, English, Bellevue, Wisconsin.
What can I say about a girl who sat on a tuffet?

Ernest Grover Martin, III, Political Science, Gulfport, Mississippi.

Leon Eugene Martiny, History, Metairie, Louisiana.

Michael Frederick Marvin, Philosophy, Baton Rouge, Louisiana.

Jon Grant Massey, History, Jackson, Mississippi.

John Graham McCarron, Jr., *cum laude,* Economics, Warrington, Florida.

Edward Miller McCord, Political Science, Oklahoma City, Oklahoma.

Charles Edwin McElwain, History, Washington, District of Columbia.

George Franklin McGowin, Economics, Pinewood, Louisiana.

Eugene Belton McLeod, Jr., Political Science, Pinewood, South Carolina.
Yesterdays are memories, tomorrow is a dream and today is hell.

John Hall McManus, History, Atlantic Beach, Florida.

Jules Hampton Mercier, Music, Metairie, Louisiana.

John Gammons Merrill, Political Science, Washington, District of Columbia.

Richard Kendrick Mersman, III, English, St. Louis, Missouri.

Michael Powell Minette, Philosophy, Pelham Manor, New York.

Jeffrey Michael Mishkin, English, Mamaroneck, New York.

William Doyle Mize, Classical Languages, Tuscaloosa, Alabama.

Stephen Anees Mogabgab, Economics, New Orleans.

Ronald Roy Moore, Political Science, Tripoli, Libya.

Michael Harvey Moskowitz, History, New York, New York.

John Wright Muery, Political Science, New Orleans.

John Joseph Murphy, Jr., Political Science, New Orleans.

Freddie Bernard Negem, Jr., English, Jonesboro, Louisiana.

Andrew Gage Nichols, Political Science, West Newbury, Massachusetts.

Alton Willard Obee, Jr., Political Science, New Orleans.

Wayne Melvin Ondiak, Political Science, New York, New York.

Russell Stuart Palmer, History, Selma, Alabama.

Patrick Michael Patterson, Philosophy, Pensacola, Florida.

John Hodgeland Pemberton, History, Milwaukee, Wisconsin.

David Thomas Pence, English, Decatur, Illinois.

William Clifton Penick, III, Economics, New Orleans.

Viktor Vaclav Pohorelsky, Economics, Lake Charles, Louisiana.

Edward Butts Poitevent, II, History, Gretna, Louisiana.

Elon Abram Pollack, Sociology, Millburn, New Jersey.

Albert Miles Pratt, III, Economics, New Orleans.

Robert Ray Punches, History, Natchez, Mississippi.

Daniel Ellis Raskin, Political Science, Savannah, Georgia.

Charles Henderson Redmond, II, Sociology, Delmar, New York.
There's too much money in this preppy little school.

Joseph Scott Reeves, History, Nashville, Tennessee.

Atwood Lumberd Rice, III, History, New Orleans.
For what does it profit a man if he getteth a Tulane diploma? . . . Can he gain the whole world? . . . Shall he loseth his soul? . . . Wist ye not, ye shall soon find out—but only God knows for sure . . . Tune in and let the *Son* shine.

Charles Richard, Economics, Flossmoor, Illinois.
Never has anything taken so long to obtain!

James Everett Richardson, Spanish, New Orleans.

Lamar Merriott Richardson, Jr., Franklinton, Louisiana.

Robert Louis Rines, Political Science, Belmont, Massachusetts.

Bradford Lee Roller, Economics, Beachwood, Ohio.

Richard Steven Rosen, English, Charleston, South Carolina.

Louis James Rovelli, *cum laude,* Political Science, Albany, New York.

Fernando Sanchez, Jr., History & Latin American Studies, San Salvador, El Salvador.

Sam Paul Scelfo, Jr., Economics, New Iberia, Louisiana.

Jay Bayard Schiller, Mathematics, Fort Worth, Texas.
OF A POEM:
Visit a school every day for four years,
Take notes in class and copy your friend's when you don't go,
Try hard on tests and keep a high average,
Then go out and try to make some money.
(I should of probably of known to major in English.)

Edwin Otto Schlesinger, History, New Orleans.

Henry George Schmidt, Jr., Art, New Orleans.

Donald Bolcum Scott, Jr., History, Wauwatosa, Wisconsin.

Thomas Charles Senette, History, Franklin, Louisiana.

Charles Marshall Sevadjian, *cum laude,* Anthropology & Biology, Fort Worth, Texas.
In each of the following sequences, cross out the *one* word or phrase which does not belong:

1. ice cream/ Dubinsky/ motion sickness/ drama/ pointer
2. height/ yes/ / Irving/ Ban Antiperspirant/ Monk Simons
3. tripod/ Eddie Price's/ knot/ how/ burl/ it's

answer: Everything should be crossed out, including the directions, the rest of this page, and the word shit wherever it is encountered.

Paul Charles Sills, English, New York, New York.

Walter Alan Sommers, Philosophy, Atlanta, Georgia.

Evan Ragland Soule, Jr., *cum laude,* Art History, New Orleans.
"Tis a pity that man remains in a semi-barbaric state, ironically clinging to the concept that freedom through government is possible. Perhaps in some enlightened moment yet to come, civilized man will break these mythological chains that bind him and realize for the first time in his brief history that freedom comes only from within.—Tanstaafl

Scott Preston Spector, History, Skokie, Illinois.

Stephen Lee Spomer, History, Cairo, Illinois.

Louis Jerome Stanley, History, New Orleans.

Andrew Jay Stillpass, English, Cincinnati, Ohio.

Arthur Wendel Stout, III, History, Houston, Texas.
Looking at some of my classmates, I can see why many people say Tulane is going down $h_{i_{l_l}}$.

Melvin Vernon Strahan, Political Science & Spanish, Bogalusa, Louisiana.

Douglas Martin Sweet, Anthropology, New Orleans.

Louis Edward Tanner, Jr., English, Marathon, Florida.

James Perry Tatum, History, Anderson, Missouri.

Dean Edward Taylor, English, New Orleans.
"My sword I give to him that will succeed succeed me in my pilgrimage, and my courage and skill to him that can get it. My works and scars I carry with me to be a witness for me that I have fought his battles who will now be my rewarder." (from *Pilgrim's Progess*)
O where is John Galt?

Frank Randolph Tedards, *cum laude,* Political Science, Greenville, South Carolina.
"Which way do we go from here?" said Alice to the Cheshire cat. That depends a good deal on where you want to go," said the cat. "Oh, that really doesn't matter . . . , " said Alice. "Then, it doesn't really matter which way you go," said the cat. "As long as I get somewhere," said Alice, by way of explanation. "Oh, you're sure to do that," said the cat, "if only you walk far enough."—Carroll, *Alice in Wonderland*

Richard Eric Teller, Philosophy & Political Science, Great Neck, New York.

Robert Holland Thomas, Political Science, Metairie, Louisiana.

Christopher Dickson Thompson, History, Houston, Texas.

James Powers Thompson, Economics, Franklin, Tennessee.

Robert Eugene Thompson, Jr., History, Fort Worth, Texas.

Samuel Berry Thompson, Jr., English, Little Rock, Arkansas.

Ronald Stephen Tilley, Political Science, Shreveport, Louisiana.



Max Nathan Tobias, Jr., Political Science, New Orleans.

Steven Alan Tolle, History, Rizal, Philippines.

Joseph Francis Toomy, II, Economics, Gretna, Louisiana.

William Richard Trant, Sociology, Oak Lawn, Illinois.

Andrew McLean Treichler, History, Wiliamsburg, Virginia.

Richard Gorman Verlander, Jr., Economics, New Orleans.

David Lee Walker, History, Fort Lauderdale, Florida.

Robert Harvey Watson, History, De Ridder, Louisiana.
One is necessarily grateful to his Alma Mater for her solicitous care. As a son cognizant of how hard it is being a mother nowadays, I wish her well, wish her better, and the best (mother's liberation?).

Craig Bryon Weil, History, Highland Park, Illinois.

Robert Cardon Wessler, History, Gulfport, Mississippi.

John Albert Williams, Political Science, Montgomery, Alabama

Paul Raymond Williams, III, Sociology, Tulsa, Oklahoma

Chris Patrick Winter, Economics, New Orleans.

Robert Allen Wissner, English, New Orleans

Keith Douglas Wood, History, New Orleans.

Charles Randol Harper Wright, Jr., History, Nassau, Bahamas

William Everard Wright, Jr., Economics, New Orleans

Stephen Howard Zagor, Political Science, New York, New York

BACHELOR OF SCIENCE

Monty Kreiger, *summa cum laude* with honors in Chemistry, New Orleans.
My thanks to Dr. Aguiar, Dr. Cusachs, and Dr. Fritchie for stimulation, many opportunities, and all of their encouragement. I am indebted to my JYA friends, the kind of people universities were meant for. To those who would destroy the university, this "scheme of barbarous philosophy . . . is the offspring of cold hearts



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and muddy understandings, and is as void of solid wisdom as it is destitute of all taste and elegance." "Believe me, sir, all those who try to level, never equalize."

Clyde William McCurdy, Jr., *summa cum laude* with honors in Chemistry, Stone Mountain, Georgia.

William Henry Cummings, III, *magna cum laude* with honors in Psychology, San Antonio, Texas.

Harris Gregory Effron, *magna cum laude* with honors in Biology, Great Neck, New York.

James Henry Fife, *magna cum laude* with honors in Mathematics, Avondale Estates, Georgia.

James Michael Riopelle, *magna cum laude* with honors in Psychology, Covington, Louisiana.

Mark Benjamin Stoopler, *magna cum laude* with honors in Biology, Great Neck, New York.

Lehman Kullman Preis, Jr., *cum laude* with honors in Psychology, Baton Rouge, Louisiana.

Raymond Clarence Seghers, *cum laude* with honors in Psychology, Jacksonville, Florida.

I have had a great four years here and I had a great time living them. I will always remember the antics of freshmen year, the appled door of sophomore yeaar, math classes of junior year, and norel of senior year. Not to mention Mardi Gras of all four years—or at least what I remember of them.

Dennis Ronald Stewart, *cum laude* with honors in Physics, Shreveport, Louisiana.

Alan Marvin Wagner, *cum laude* with honors in Psychology, Cincinnati, Ohio.
About Tulane—there are times when I doubt if I would do it again—there are also times when I'm sure I would.
About the rest—have a *peace* of it.

Jeffrey Alan Basen, with honors in Psychology, Houston, Texas.
"If on each occasion instead of referring your actions to the end of nature, your turn to some other nearer standard when you are making a choice or an avoidance, your actions will not be consistant with your principles."—Epicurus

Anthony Vincent LaNasa, with honors in Biology, New Orleans.
As sports afficiando supremo I predict that Tulane will be "the" athletic powerhouse of the 70's. In addition to starting a football dynasty, the Wave will establish a regime in basketball and monopolies in baseball, track, tennis, and swimming.
Henceforth, the "Harvard of the South" will be known as the "Notre Dame of the East Bank".

John Charles Mutziger, with honors in Anthropology, Natchez, Mississippi.

Steven Bruce Ackerman, Biology, Hallandale, Florida.

Stephen Perry Allen, Mathematics, St. Louis, Missouri.

Patrick Joseph Ande, Biology, West Palm Beach, Florida.

Arnold Edward Applebaum, Psychology, Fort Worth, Texas.

John William Audick, *cum laude,* Psychology, Colorado Springs, Colorado.

Robert Baron Barbor, Biology, Meridian, Mississippi.

Jonathan Scott Barnett, Psychology, Great Neck, New York.

Gregory Emile Bertucci, Biology, New Orleans.
There were a thousand sensations, tastes, loves, hates, joys, disappointments, accomplishments, failures and sleepless nights that made up my college experience. As my file gets neatly lost among all the others, I can recount the lessions that only time could teach me: to smile is to breath; to laugh is to grow; to love is to live; to dope is to die a little.

Sidney Joseph Bertucci, *cum laude,* Chemistry, Metairie, Louisiana.

Don Edward Blackard, Geology, Baton Rouge, Louisiana.
The Plague agrees: "Whenever you see a public building with Gothis fenestration on a sturdy backing of Indian concrete, you may be certain that it is another university, with anywhere from 200 to 20,000 students equally ardent about avoiding the disadvantages of becoming learned and about gaining the social prestige contained in the possession of a B.A. degree."—Sinclair Lewis

Cormell Robert Brooks, Psychology, New Orleans.

Roy Leonard Brown, Jr., *cum laude,* Physics & Mathematics, Atlanta, Georgia.
The purpose of "higher" education is not just memorization of facts we didn't learn in high school; rather, we came to Tulane to learn how to think for ourselves. Thus, we should no longer be willing to exist by memorizing the formulae of our existence as given by others. WE can and must exist by our own minds.

Gordon Ransdell Cain, Psychology, Lake Providence, Louisiana.

Albert Bradford Calhoun, Jr., Psychology, Chickasaw, Alabama.

Edward Fenton Carter, III, Biology, Tampa, Florida.

James Aldon Colvocoresses, Biology, Fairfax, Virginia.

Carl Allan Cozine, Psychology, Fort Myers, Florida.

Bruce Lance Craig, Biology, Syosset, New York.
To be hung up is human, to care about other people's hang ups is divine.

Alvin Stanley Cullick, *cum laude,* Chemistry, Shreveport, Louisiana.

Richard Darrell Cunningham, Biology, Springfield, Missouri.

Kenny Dale Davis, Geology, Gulfport, Mississippi.

Don Gordon DeCoudres, Psychology, Sylacauga, Alabama.

Drake Anthony De Grange, Biology, New Orleans.

James Henry Diaz, Biology, New Orleans.

David Bruce Dodd, Biology, Metairie, Loui-

siana.
Glad it's almost over. I feel Tulane is a good school, but could be a great school. Many areas need improving. (e.g. student-faculty relations) Newcomb and Tulane could be better integrated. I feel Southern Romanticism is holding the University down and until the University becomes autonomous, no appreciable progress will be made.

Andrew Oliver Donelson, Chemistry, Memphis, Tennessee.

William George Donnellan, Jr., Chemistry, Winter Park, Florida.

Lawrence Joseph Dries, *cum laude,* Buccino, Louisville, Kentucky.

Kenneth James Ducote, *cum laude,* Mathematics, Metairie, Louisiana.
While going through four years at Tulane, I felt that little was worthwhile. However, upon looking back, I see that I have benefitted from the curricular and extracurricular offerings. I guess the more you put in the more you get out.

Randall Clyde Ellzey, Chemistry, Alexandria, Louisiana.

David Moniek Fajgenbaum, Chemistry, Trinidad, West Indies.
Entropy Personified—Tulane students—It was great, but thank God it's over.

Erasmus Eugene Feltus, Mathematics, New Orleans.

George d'Artenay Fender, Jr., Chemistry, Groton, Connecticut.

Joe Wedeles Fixel, Psychology, Quincy, Florida.

William Harold Fleming, III, Biology, Dallas, Texas.

Kenneth Charles Fortgang, Mathematics, Natchez, Mississippi.
Adventure? Drama? Comedy? FARCE!!

Richard William Fothe, Psychology, New Orleans.

Clay Bruce Frederick, Biology & Chemistry, Arlington, Texas.
"No! I am not Prince Hamlet, nor was meant
to be . . .
Deferential, glad to be of use,
Politic, cautious, and meticullous;
Full of high sentence, but a bit obtuse;
At times, indeed, almost ridiculous—
Almost, at times, the Fool."
—Prufrock

Louis Donell Freeman, Physics, Irving, Texas.
Joe Lagrange and Bill Hamilton were pretty sharp guys, but time integrals are nonetheless a pain in the neck.

Gregory Lloyd Garvin, Biology, Bettendorf, Iowa.

Ted Wayne Gay, *cum laude,* Psychology, Harvey, Louisiana

Robert Michael Gingold, Mathematics, Great Neck, New York

Barry Jay Goldsmith, Psychology, Atlanta, Georgia.

William Leroy Goss, Psychology, San Antonio, Texas.

Dennis Gerard Gregoire, *cum laude,* Psychology, New Orleans.

Howard Alcida Grenier, Biology, New Orleans.

Walter George Grundy, Anthropology, Oklahoma City, Oklahoma.

Neal N. Haber, Psychology, Miami, Florida.

Edwin Clayborn Harris, Biology, Joplin, Mississippi.

Michael Oates Harris, Geology, San Juan, Costa Rica.

Charles Edward Herlihy, Jr., Biology, Birmingham, Alabama.

John Young Hess, Psychology, Massillion, Ohio.

Richard Gene Hibbs, Jr., Biology, New Orleans.

Waters Merrill Hicks, Jr., Psychology, Greenwood, Mississippi.

Robert Scott Howard, Biology, Knoxville, Tennessee.

George Eli Howell, II, Biology, Meridian, Mississippi.

Thomas Newman Ireland, Psychology, New Orleans.

Harry Joe, Mathematics, Clarksdale, Mississippi.
It's a hell of a long way up only to find yourself at the bottom of the ladder again.

Dennis Kasimian, *cum laude,* Biology, Indio, California.

Sam Joseph Kayser, III, Psychology, Mobile, Alabama.

Rickey Crawford Kirkpatrick, Chemistry, Suger Land, Texas.

Raymond Lawrence Knecht, Jr., Chemistry, Levittown, Pennsylvania.

James Howard Kravetz, Biology, Dallas, Texas.

Bruce Edward Krell, Mathematics, Hattiesburg, Mississippi.

Stan Joseph Kwiatkowski, Biology, Glynco, Georgia.

Eurgia Charles Land, Biology, Donaldsonville, Louisiana.

Lee Hamilton Latimer, *cum laude,* Chemistry, Dallas, Texas.
"A man has three faces—the one he shows, the one he has, and the one he thinks he has."—Old Spanish Proverb. The same can be said many times over for this university.

Bruce Fongsie Lee, Biology, Mobile, Alabama.
As I lay here almost asleep my mind
At ease, not caring what will happen next,
My life has not been what I had in mind.
But I am pleased with life but still perplexed.
Have I done what is wrong, have I done right?
Would I have been more pleased if I were
great?

Does it mean anything? Because who writes
About a simple man, who cares his fate?
No prize, no fame, no glory I have won.
But happy I have been a simple man,
No cares, no worries but a lot of fun.
With good and bad things I have lived hand
in hand.
Now wonder if I have lived at all!
How many lived like me, just lived, that's
all?

Dwight Augustus Lee, Biology, Mankato, Minnesota.

Richard Harris Lelchuck, Psychology, Miami, Florida.

Gary Morton Levison, Biology, Nashville, Tennessee.

Randolph Gates Lewis, Psychology, Tallahassee, Florida.

Eric Donald Lucy, Biology, Metairie, Louisiana.

Stephen Philip Lukin, Biology, Dallas, Texas.

Michael H. Lutz, Physics, Canton, Mississippi.

Michael Lanham Magee, Chemistry & German, Blackwell, Texas.

Mark Leonard Marbey, Chemistry, Miami, Florida.

Robert Devers McDonald, Psychology, Sallisaw, Oklahoma.

John Paul McGlynn, Biology, New Shrewsbury, New Jersey.

Leo John McKenna, III, Mathematics, Metairie, Louisiana.

James Robert McNeal, Biology, West Palm Beach, Florida.

Daniel Ward Merdes, Physics, New Orleans.
Many people are like tugboats: they toot loudest in a fog.

Hugh Douglas Miller, Chemistry, Fern Park, Florida.

Francis Marion Moore, *cum laude,* Mathematics, Metairie, Louisiana.

Irvin Wilmer Morgan, Jr., Mathematics, New Orleans.

Edward James Moskowitz, *cum laude,* Biology, Long Island City, New York.

Robert Carlton Nall, Biology, Foley, Alabama.

Walter Edward Norton, Biology, Pineville, Louisiana.

Elliott Ray Novy, Psychology, San Antonio, Texas.

Arthur Franklin Paulina, Jr., *cum laude,* Mathematics, Lincroft, New Jersey.

Michael Jackson Pentecost, Mathematics, De Funiak Springs, Florida.

Walter Peter Raarup, III, Biology, Darien, Connecticut.

Edward Blake Reese, Jr., Mathematics, Elmhurst, Illinois.

Atwood Lumberd Rice, III, Chemistry, New Orleans.

Lewis Spencer Roach, Psychology, Nashville, Tennessee.

Edward Paul Roberson, Biology, Lafayette, Louisiana.
In case any prospective college student should be reading this—
"If you get a chance to attend Tulane—DON'T.'

Eric Mark Rockstroh, Psychology, San Antonio, Texas.



Charles Sanford Ruark, Jr., *cum laude,* Mathematics, Decatur, Alabama.

Robert Edward Ruderman, *cum laude,* Biology, Glencoe, Illinois.

John Bernard Salstone, Biology, Glencoe, Illinois.

Jon Wilkins Searcy, Psychology, Gulf Breeze, Florida.
The only thing I've learned in four years at this institution of higher learning is that "there are answers". It was fun, but I wouldn't do it again. Gotta go now—I think I hear my mother calling, or is that Uncle Sam? But I don't wanna go! I'm too young . . .

Jerry Eugene Sims, Biology, Monroe, Louisiana.

Randlow Smith, Jr., *cum laude,* Chemistry, Houston, Texas.

Alvin Roy Solomon, Biology, Helena, Arkansas.

Donald James Sommers, Chemistry, St. Louis, Missouri.

Leonard Donald Stein, Psychology, Atlanta, Georgia.

David Kirk Stirton, Biology, Houston, Texas.

Terence Kevin Sullivan, Biology, Los Alamitos, California.
Tulane, you've come a long way; but you're not there yet. It's been real.

Thomas Frederick Van Buskirk, Psychology, Shawnee Mission, Kansas.

Stephen Bernard Webb, III, Biology, New Orleans.

Richard Louis Weinberg, Biology, New Orleans.

Ronald Merrill Weiss, Biology, Scarsdale, New York.

Eric Hamilton Worrall, Geology, Norfolk, Virginia.

Matthew Lee Zettl, Anthropology, Pepper Pike, Ohio.

Robert James Zurcher, Mathematics, Mercer Island, Washington.

H. SOPHIE NEWCOMB MEMORIAL COLLEGE

BACHELOR OF ARTS

Katharine Fraser, *summa cum laude,* with honors in English, Shreveport, Louisiana.

Sharon Leslie Flashman, *summa cum laude,* Psychology, Miami, Florida.

Sarah Culbertson Scott, *summa cum laude,* Italian, New Orleans.

Dorothy Carroll Toby, *Summa cum laude,* English, Summit, New Jersey.

Jo Derrickson Bounds, *magna cum laude,* with honors in Art History, Salisbury, Maryland.

Diane Burnside, *magna cum laude,* with honors in Sociology, Miami, Florida.

Mary Jane McClintock, *magna cum laude,* with honors in Economics, Baytown, Texas.

Gayle Louise Monroe, *magna cum laude,* with honors in Theatre, New Orleans.

Ileana Oroza, *magna cum laude,* with honors in English, San Juan, Puerto Rico.

Harriet Louise Porzig, *magna cum laude,* with honors in Philosophy, Tavares, Florida.

Shari Diane Sobel, *magna cum laude,* with honors in Political Science, Muncie, Louisiana.

Shelley Lee Citron, *magna cum laude,* Sociology, Amarillo, Texas.

Susan Faye Clade, *magna cum laude,* History, New Orleans.

Shelley Fonda Dorfman, *magna cum laude,* Sociology, Shreveport, Louisiana.

Carol Ann Freeman, *magna cum laude,* Sociology, New Orleans.

Barbara Bolton Hall, *magna cum laude,* Sociology, Alexandria, Louisiana.

Eleanor Conway Riley, *magna cum laude,* Sociology, Savannah, Georgia.

Cynthia Ann Stevens, *magna cum laude,* Political Science, Scarsdale, New York.

Katherine Ann Templeton, *magna cum laude,* French, Terre Haute, Indiana.

Riki Pauline Weinstein, *magna cum laude,* History, Houston, Texas.

Martha Jane Zimmerman, *magna cum laude,* Political Science, Thibodaux, Louisiana.

Lela Margaret Blain, *cum laude,* with honors in English, Beaumont, Texas.

Kathleen Marilynn Ferguson, *cum laude,* with honors in English, Houston, Texas.
[*see pg. 15]

Patricia Doran Hanks, *cum laude,* with honors in English, Kaplan, Louisiana.

Tamra Sindler, *cum laude,* with honors in Art History, New York, New York.

Cristine Marie Traxler, *cum laude,* with honors in Economics, Baytown, Texas.

Carol Valentine Coleman, with honors in Psychology, Melbourne, Australia.

Nancy Christina Harris, with honors in English, Greenwood, Mississippi.

Saralyn Fran Jacobson, with honors in English, Galveston, Texas.

Jeanne Kinsella Abrams, English, Brighton, Massachusetts.

Regan Anne Tully Alford, English, Washington, District of Columbia.

Maridel Allen, Political Science, Jenks, Oklahoma.

Isabel Phyllis Alper, Psychology, West Palm Beach, Florida.

Carol Anne Antosiak, Philosophy, Brookfield, Illinois.

Joan Arbour, English, New Orleans.

Linda Faye Aronson, History, Dayton, Ohio.

Marilyn Ann Asher, Sociology, Bogalusa, Louisiana.

Emay Buchanan Baird, Anthropology, New Orleans.

Janice Lynn Bartley, Speech, New Orleans.

Meryl Robin Becker, English, Garden City, New York.

Marcia Louise Bennett, English, Largo, Florida.

Nancy Dale Berk, *cum laude,* Sociology & Speech, Miami, Florida.

Charlotte Robinson Beyer, Political Science, New Orleans.

Deborah Jewel Biber, American Studies, Gainesville, Florida.

Judy Laurance Black, Psychology, New Orleans.

Ofelia Cristina Bogran, Economics, Tegucigalpa, Honduras.

Catherine DeForest Boudreaux, French, New Orleans.

Bonnie Sue Brody, English, Miami, Florida.

Carolyn Sue Brown, Sociology, Ada, Oklahoma.

Lillie Helen Brum, Psychology, New Orleans.

Andrea Inez Bucaro, History, New Orleans.

Carolyn Holden Burga, English, Metairie, Louisiana.

Gilda Armstrong Butler, Psychology & Sociology, New Orleans.

Sarah Jane Cannon, History, Pittsburgh, Pennsylvania.

Marguerite Elizabeth Carrell, *cum laude,* Spanish, Maitland, Florida.

Sharon Elizabeth Carrigan, English, Pasadena, Texas.

Stephanie Ellen Carter, Art History, New Orleans.

Elizabeth Ann Childress, History, New Orleans.

Alida Blanche Clark, Political Science, Clarksdale, Mississippi.

Joan Marie Cloninger, English, Beaumont, Texas.

Rina Cohan, English, Miami, Florida.

Elizabeth Genel Cokinos, English, Beaumont, Texas.

Mary Martha Curd, Psychology, St. Petersburg, Florida.

Sondra Anita Daum, Sociology, Miami, Florida.

Mary Gwen Davidson, Art History, Baton Rouge, Louisiana.

Vivian Joan Davila, *cum laude,* Latin American Studies & Political Science, New Orleans.

Carolyn May Davis, French & Linguistics, Montgomery, Alabama.

Geraldine Suzanne DeLong, Sociology, Dade City, Florida.

Carol Lynn Demuth, Sociology, Metairie, Louisiana.

Sandra Lois Denari, Psychology, Timonium, Maryland.

Judith Zatarain Dinwiddie, Economics, Metairie, Louisiana.

Bonnie MacHauer Dyer, English, New Orleans.
End The War Now

Donna Jean Dykes, *cum laude,* Spanish, Crockett, Texas.

Jean Blaise Eagan, American Studies, New Orleans.

Gene Ann Ellis, Sociology, Waco, Texas.

Beverly Ann English, French, New Orleans.

Judith Eve Fagin, Art History, New Orleans.

Marie Dennette Farwell, Geology & History, New Orleans.

Ellen Frances Finley, Spanish, Carthage, Missouri.

Loretta Tobe Finn, History, Houston, Texas.

Loxley Childs Fitzpatrick, English, Jeffersonville, Georgia.

Lucy Arrington Flack, Art History, New Orleans.

Mary Frances Fonte, *cum laude,* History, New Orleans.

Elizabeth Will Fouts, Anthropology, Monroe, Louisiana.

Maxine Fran Frawley, French, New York, New York.

Patricia Friedler, American Studies, New Orleans.

Sarah Cooper Garvin, *cum laude,* English, New Orleans.

Kathy Jean Glick, Psychology, Milwaukee, Wisconsin.

Cheryl Evelyn Golasinski, Psychology, New Orleans.

Susan Barbara Goldfaden, *cum laude,* Sociology, Houston, Texas.

Janice Leigh Gonzales, Political Science, Metairie, Louisiana.
How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin,
How neatly spread his claws,
And welcome little fishes in
With gently smiling jaws.
—*The Crocodile,* by Louis Carroll

Betty Jane Gordon, English, Pittsburgh, Pennsylvania.

Barbara Anderson Gott, Political Science, Lookout Mountain, Tennessee.

Betty Antoinette Gray, English, New Orleans.

Ellen Jervey Hanckel, English, Charleston, South Carolina.

Virginia Harris, *cum laude,* History, Shreveport, Louisiana.

Sandra Jean Hartley, Political Science, Mem-

phis, Tennessee.

Martha Elizabeth Hartman, Latin American Studies & Spanish, McAllen, Texas.

Eleanor Clark Hasselle, Psychology, Memphis, Tennessee.

Stephanie Waguespack Haynes, History, New Orleans.

Jean Barton Hendrickson, Anthropology, New Orleans.

Janet Ellen Heatherwick, History, Shreveport, Louisiana.

Rose Marie Hom, *cum laude,* English, New Orleans.

Patricia Louise Hopkins, Economics, New Orleans.
"Give instruction to a wise man, and he will be yet wiser; teach a just man, and he will increase in learning."—Proverbs 9:9

Barbara Lynn Houk, English, Albuquerque, New Mexico.

Janet Louise Hume, Anthropology & History, Loraine, Ohio.

Martha Elizabeth Igert, *cum laude,* Art History, Paducah, Kentucky.

Mary Elizabeth Jackson, Spanish, New Orleans.

Karen Gail Johnson, French, Tulsa, Oklahoma.

Lynne Johnston, Art History, New Orleans.

Marcia Lee Jordan, History & Latin American Studies, Mobile, Alabama.
B.A.'s are made by fools like me,
But only a maniac would go after a Ph.D.

Peggy Ann Koven, Spanish, North Miami, Florida.

Catherine Ann Lampard, Anthropology, New Orleans.

Tupper McClure Lampton, Sociology, Columbia, Mississippi.

Lucy Ellen Lane, Art History, Jonesboro, Arkansas.

Sandra Stream Lawry, Psychology, New Orleans.

Leslie Ann Lewis, English, Salt Lake City, Utah.

Marguerite Crow Lewis, French, Bryan, Texas.

GeLone DuConge Lombard, Sociology, New Orleans.

Karen Suzanne Manemann, French, Biloxi, Mississippi.

Sandra Kay Mansour, French, Chicago, Illinois.

Linda Miriam Mauskopf, English, Portsmouth, Virginia.

Mary Anne McAlpin, English, Gulf Breeze, Florida.

Ann Marie McCormick, Sociology, Gulfport, Mississippi.

Ann Prince Merritt, Anthropology, Baton Rouge, Louisiana.

Jill Jacqueline Meyers, Political Science, New York, New York.

Patricia Else Monaco, *cum laude,* German, New Orleans.

Charlotte Giles Montague, English, Lookout Mountain, Tennessee.

Margo Candace Moret, Sociology, Atlanta, Georgia.

Eileen Dwyer Morris, Sociology, Denver, Colorado.

Marcia Geraldine Mortensen, Economics, Mobile, Alabama.

Carol Melinda Moss, Art History, New Orleans.

Phyllis Anne Murphy, American Studies, New Orleans.

Margaret Norman Musser, American Studies, New Orleans.

Elaine Elizabeth Noden, History, Largo, Florida.

Mercedes Aline O'Connor, American Studies, New Orleans.

Alice Roberta Oram, Political Science, Atlanta, Georgia.

Susan Polack, French, Baton Rouge, Louisiana.

Susan Lee Porter, *cum laude,* Art History, Louisville, Kentucky.

Jacqueline Rice Pyle, Theatre, Richmond, Virginia.

Pamela Anne Reich, Sociology, Jacksonville, Florida

Ann Leary Rines, English, New Orleans.

Virginia Anne Riser, Art History, LaPlace, Louisiana

Deborah Ranier Roberts, History, Lake Charles, Louisiana

Kathleen Louise Rogge, History & Political Science, New Orleans

Eleanor Catherine Rose, *cum laude,* Art History, New Orleans

Anne Wilensky Schneider, English, Miami, Florida.

Nancy Jo Schwartz, English, Nashville, Georgia.

Shelley Agatha Scott, Spanish, El Paso, Texas.

Shelley Ann Seaman, Music, Midland, Texas.

Pamela Jayne Shaw, Anthropology, Pittsburgh, Pennsylvania.

Donna Sherlock, Psychology, Fort Lauderdale, Florida.

Cynthia Reneé Shoss, *cum laude,* English, Cape Giradeau, Missouri.

Marian Lenore Shostrom, History, River Forest, Illinois.

Donna Frances Sir, History, Fayetteville, Tennessee.

Sharman Sue Smith, Psychology, Coral Gables, Florida.

Peggy Weil Steine, English, Nashville, Tennessee.

Carole Elizabeth Swanay, English, Huntsville, Alabama.

Edith Susan Tabor, *cum laude,* Anthropology, Tylertown, Mississippi.

Betty Sue Talbot, Philosophy, Metairie, Louisiana.
Men must demonstrate the qualities of human-ness to other men so that they will feel comfortable in their human nature. For in his nature is man's power, and in his ineptness with it is his downfall.
Men must be taught to be social beings. This



is a responsibility of man to man. But—the individual as a curious, groping living, excitable, fearing, hoping, artistic, mystical, absurd, laughing creature is the most important element in the earthly universe.

Justine Tally, *cum laude,* Spanish, Gadsden, Alabama.

Shelby Lowrey Tomlinson, History, Burnt Corn, Alabama.

Laura Anne Turnbull, Art, Tulsa, Oklahoma.

Stephanie Lynn Twilbeck, Anthropology, New Orleans.

Ara Pat Vidos, American Studies, Lake Charles, Louisiana.

Caroline Charlene Vincent, Anthropology, Chatsworth, California.

Joan Dauterive Vinot, English, New Orleans.

Anna Gwendolyn Wade, *cum laude,* Political Science, El Dorado, Arkansas.

Susan Wagner, French, Dallas, Texas.

Sandra Alice Walker, English, New Orleans.

Deborah Gardner Whalley, History, Tulsa, Oklahoma.

Jane Cassandra Wheeler, English, Orlando, Florida.
Newcomb is like New Orleans—interesting and different because of its faults—both places are unique. I would not have wanted to go to school anywhere else.

Alice Herlihy Wilbert, History, New Orleans.

Cindy Felice Wile, *cum laude,* English, Glencoe, Illinois.

Gwendolyn Baptiste Williams, Sociology, New Orleans.

Linda Cheryl Willis, English, New Orleans.

Tamara Alicia Winter, English, Plainview, Texas.

Carolyn Shaddock Woosley, *cum laude,* History, Lake Charles, Louisiana.

Carol Mossy York, French, Houston, Texas.

Susan Meryl Zelinger, Spanish, Norfolk, Virginia.
[*see pg. 18]

Constance Ann Zendel, History, Tuckahoe, New York.
Each travels on a path that intersects with
many others
But no two ways run parallel for long
To accept this truth is to accept life itself
And to deny it is to be hurt at every parting.

Linda Lee Zisper, English, Tampa, Florida.

BACHELOR OF SCIENCE

Lynn Foster Freeman, *magna cum laude,* Mathematics, New Orleans.

Jacqueline Friedman, *magna cum laude,* Biology, Houston, Texas.

Mary Edie Meredith, *magna cum laude,* Mathematics, Biloxi, Mississippi.
You're twenty or thirty years away from me now, Meredith, you ole Hag. Don't go blaming me for any of your sorrows, for it's not my fault if you don't profit from my mistakes. Don't thank me for your joys either, for happiness is what you're making, not what you've had or will have.

Deborah Gail Morris, *magna cum laude,* Biology, Denver, Colorado.

Rose Marie Smith Strain, *magna cum laude,* Psychology, Coral Gables, Florida.

Marcia Carol Spiegel, *cum laude,* with honors in Biology, Miami, Florida.

Peggy Fridstein Gordon, with honors in Psychology, New Orleans.

Juanita Marie Weisbach, with honors in Psychology, Beaumont, Texas.

Claudette Renee Campbell, Mathematics, Tulsa, Oklahoma.

Dale Marie Dane, Mathematics, New Orleans.
To Sophie Newcomb I must say
College was hard, I did play.
How I made it through, I'll never know.
But a B.S. in math I have to show.
Now I wish I could find a job!

Ann Boylston Farnell, Biology, Houston, Texas.

Elaine Garcia, Psychology, Miami, Florida.

Barbara Dale Ginsburg, Biology, New Castle, Pennsylvania.

Roberta Susan Gordon, Psychology, Miami, Florida.

Gwendolyn Claire Hager, Psychology, Metairie, Louisiana.

Deirdra Carlen Hill, Mathematics, Paoli, Pennsylvania.

Jaclyn Dolton Hoelzer, Biology, New Orleans.

Nancy Goldstein Hoffman, Psychology, New Orleans.

Rachelle Glenda Iteld, Psychology, Miami, Florida.

Joan Laura Jackson, Biology, New Orleans.

Margaret Lamb Johnson, *cum laude,* Biology, Alexandria, Virginia.

Stella Anne Jones, Chemistry, Memphis, Tennessee.

May Kay, *cum laude,* Mathematics, New Orleans.

Aileen Marie Killgore, Psychology, Covington, Louisiana.

Marion Leigh Malloy, Psychology, Cheraw, South Carolina.

Laurel Lee Malowney, Mathematics, Tulsa, Oklahoma.

Mary Barnes McKinney, Biology, Fort Worth, Texas.

Mona Wilma Morgan, Mathematics, Gretna, Louisiana.

Phyllis Jean Nugent, Psychology, Baytown, Texas.

Muriel Signe Palmgren, Biology, Metairie, Louisiana.

Nancy Ann Nelson Patterson, Biology, Houston, Texas.

Fay Aycock Riddle, *cum laude,* Mathematics, Atlanta, Georgia.

Elizabeth Anderson Singleton, Psychology, Galveston, Texas.
Trust in yourself above all things; Reality is to be found in one's self.

Carolyn Rose Stallings, Biology, West Orange, New Jersey.

Diane Lynn Stassi, Biology, New Orleans.

Susan Marie Stine, *cum laude,* Biology & German, Miami, Florida.

Rometta Betti-Jean Thomas, Psychology, New Orleans.

Barbara Kientz Thompson, Biology, New Orleans.

Fontaine Smith Wells, Mathematics, Montgomery, Alabama.

Deidre Paige White, Psychology, Fayette, Alabama.

Mildred Caroline Wiener, Psychology, Jackson, Mississippi.

Margaret Yanus, Biology, New Orleans.
In the beginning God created the heaven and the earth.
And the earth was without form, and void; and darkness was upon the face of the deep. And the spirit of God moved upon the face of the waters.
And God said, Let there be light: and there was light.
—Genesis, I, 1-3

BACHELOR OF FINE ARTS

Barbara Ann Baer, *magna cum laude,* with honors in Art, Baton Rouge, Louisiana.

Marilyn O'Quinn Moore, *magna cum laude,* with honors in Art, New Orleans.

Sallie Claire Lowenstein, *magna cum laude,* Art, Bethesda, Texas.

Jann Terral Ferris, Art, New Orleans.

Susan Rhona Flamm, *cum laude,* Music, Atlanta, Georgia.
"Thoughts on Tulane, a microcosm":
A mosaic of faces and beings, themes with hundreds of variations, the frustration of structures, the misdirection of psychic energy, love's light lost, intensifications and distortions of Living.

Marjorie Dorothy Fleischer, Art, Akron, Ohio.

Meredith Annette Harper, Art, Columbia, South Carolina.
"If I expire without a name,
There'll be nobody else to blame.
I've gotta show them all just what I can do—
Make them stop hearing my name and asking
"Who?"
Haven't you wondered what happens to the
guys
Who just lean back and expect the Pulitzer
Prize?
Worshipful crowds at their door?
It's not that way any more!"

Henrietta Lucy Harwig, *cum laude,* Music, Dallas, Texas.

Loraine Ann Lockwood, Art History, Briarcliff, New York.

Margaret Joyce Miller, Music, Memphis, Tennessee.

Patricia Eldridge Prins, Art, St. Louis, Missouri.
When I try to sit down and write about Tulane or how Tulane has effected me after 3½ years it only seems to come out sounding like a bad epigram. Even in prose I find it very difficult to distance myself sufficiently to reflect upon my "educational environment" and say what I really think about myself in relation to Tulane and/or Tulane in relation to myself. What can you say about a 21-year-old girl who just graduated?

Gail Anderson Singleton, Art, Galveston, Texas.
One must learn to laugh at oneself. It is the secret of all successful men and all happy hearts. Life is a continuous learning process — laugh — learn — love — lift — be receptive to change and ride on.

Cynthia Anne Wegmann, Art History, New Orleans.

UNIVERSITY COLLEGE

BACHELOR OF ARTS

Melva H. Adam, Elementary Education, Lafitte, Louisiana.

Reva Lupin Berins, Social Studies, New Orleans.

Alma Nydia Blasini, Spanish, Gretna, Louisiana.

Barbara Bouden, English, New Orleans.

Raymond Neil Calvert, English, New Orleans.

Amber Williams Chick, English, New Orleans.

Aletha Marie De Camp, Elementary Education, Lafitte, Louisiana.

Jeremiah Duke, Science, New Orleans.

Bethany Baker Ewald, History, New Orleans.

Andree Cecile Gallicher, French, New Orleans.

Leslie Owen Hayes, English, Lafayette, Louisiana.

Priscilla Welch Hendren, Social Studies, Metairie, Louisiana.

Karen Blomberg Jahncke, Spanish, New Orleans.

Rebecca Sue Kerlin, English, New Orleans.

Mays Lawrence Lacour, English, New Orleans.

Patrick Morrison McCausland, History, New Orleans.

Lester Gerard Oufnac, Social Studies, New Orleans.

Betty Joyce Russell, English, New Orleans.
Edward Joseph Schaefer, English, New Orleans.
Arline Frohling Streicher, English, Metairie, Louisiana.
Pierre Michel Viguerie, History, New Orleans.

BACHELOR OF SCIENCE

Lucas Joseph Bacino, Jr., Mathematics, Metairie, Louisiana.
Marvin Edward Cooper, Mathematics, Metairie, Louisiana.
Mary Carolyn McGehee Hermann, Biology, New Orleans.
Carol Ruth Wendell Hirsch, Psychology, New Orleans.
Dorothy Nyman La Borde, Biology, New Orleans.
Jose Antonio Ladra, Mathematics, New Orleans.
Edward Travis Lafferty, Mathematics, New Orleans.
Robert Hale Reardon, Mathematics, New Orleans.
George Edward Shillington, Chemistry, Metairie, Louisiana.

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Carmel Lucy Arthurs, New Orleans.
Stephen R. Berthelot, Luling, Louisiana.
Henry Frederick Calongne, New Orleans.
Delia Ann Varn Drohan, Fort Meade, Florida.
Patrick Michael Jewett, New Orleans.
Frank Ashley Jones, Jr., New Orleans.
Kurt Lange, Metairie, Louisiana.
Lawrence Aymami Macaluso, Metairie, Louisiana.
George Newton McAlister, Jr., New Orleans.
Clarence E. Michel, New Orleans.
Donald W. Oliver, Slidell, Louisiana.
Donald John Radovich, New Orleans.
Leonard Joseph Schwartz, Metairie, Louisiana.

BACHELOR OF MEDICAL TECHNOLOGY

Linda Joyce Gonzales, New Orleans.
Cheryl Ann Palmero, New Orleans.
Virginia Marie Schneidau, New Orleans.

BACHELOR OF ARTS IN PHYSICAL EDUCATION

Linda Brown Bower, Metairie, Louisiana.
Bartlett Edward Graves, Marshall, Texas.
George Joseph Ray, New Orleans.
Steven Edward Shaw, Houston, Texas.

SCHOOL OF ARCHITECTURE

BACHELOR OF ARCHITECTURE

William Allen Baer, St. Louis, Missouri.
Loyas Rudolph Barton, Jr., Clewiston, Florida.
Jon Bloss Blehar, Dallas, Texas.
"Tulane is a multi-college university in the classic sense, contributing to and benefiting from the exciting cultural and intellectual environment of its home city, New Orleans, Louisiana, one of the most gracious of cities in the United States."—(Tulane University Bulletin, 1971-1972)

James Roger Brown, Jr., Cohasset, Massachusetts.
Robert Thomas Campbell, New Orleans.
Michael Joseph Carboni, Metairie, Louisiana.
Perry Cecil Cofield, Jr., Jacksonville, Florida.
Wylie Patterson Dawson, Kirkwood, Missouri
If anything, college has taught me that we really don't know what is happening and we're all faking like hell to make it look good.
Manuel Antonio deLemos Zuazaga, Santurce, Puerto Rico.
Robert Allen DeMarco, Schenectady, New York.
Henry Charles Duplantier, Chalmette, Louisiana.
Robert Frank Flack, New York, New York.
Jeffrey Michael Garth, Hicksville, New York.
Lewis Adolphus Graeber, III, Marks, Mississippi.
John Carl Hanna, Maplewood, Louisiana.
Christopher Murry Knight, Short Hills, New Jersey.
It has been a memorable experience and for that I am grateful.
Kenneth Charles Levine, Memphis, Tennessee.
Bruce George Levy, New Orleans.
Stephen Thomas Mann, Hempstead, Texas.
George Roland Miller, Tulsa, Oklahoma.
Grover Ernest Mouton, III, Lafayette, Louisiana.
Michael David Nius, Louisville, Kentucky.
Robert White Rich, Clarksdale, Mississippi.
James Carl Salmi, Denver, Colorado.
Mary du Bois Schaub, Gambrills, Maryland.
William Maurice Staley, Sherman Oaks, California.
Randolph Figuero von Breymann Acosta, San Jose, Costa Rica.
Ralph Eglin, Wafer, Shreveport, Louisiana.
. . . it's . . . been a long train ride, but I've enjoyed it. Peace and love to everybody.
Bessie Campbell Wyman, West Point, Mississippi.

SCHOOL OF ENGINEERING

BACHELOR OF SCIENCE IN ENGINEERING

Michael Neal Bolton, with honors in Electrical Engineering, Houston, Texas.
David Alfred Castanon, with honors in Electrical Engineering, San Juan, Puerto Rico.
Christopher James Church, with honors in Engineering Curriculum, Fort Worth, Texas.
To Dr. Karlem Reiss, Advisor to Fraternities:
How about initiating a new fraternity for all those graduates who:
1. have received no forms of financial aid and have paid their bills promptly for four years.
2. have lived in Tulane dormitories for four years.
3. have eaten Bruff Commons' cooking for four years.

But would I be the only one to qualify?
Lionel Michael Cobo, with honors in Engineering Curriculum, Key West, Florida.
Pearl Mesta Award, 4.
Michael Browning Farnell, with honors in Chemical Engineering, Mobile, Alabama.
Robert Louis Mendow, with honors in Electrical Engineering, New Orleans.
David Addison Miles, with honors in Engineering Curriculum, Orange Park, Florida.
"There is nothing so stupid as an educated man, if you get off the thing he was educated in."—Will Rogers

Richard Edgar Strain, Jr., with honors in Engineering Curriculum, New Orleans.
To my wife Rose Marie Smith Strain—you have too many names Smckoo,
To the ladies in the Dean of Engineering's Office, thank you,
To George Webb, thanks for the advice.
Samuel Joseph Tilden, with honors in Chemical Engineering, New Orleans.
Matthew Anderson, IV, Civil Engineering, Miami, Florida.
. . . this time we almost made the pieces fit, didn't we? *Didn't we*
William Richard Burk, III, Civil Engineering, New Orleans
Joseph Charles Call, Civil Engineering, Metairie, Louisiana.
Reinaldo Castillo-Vargas, Chemical Engineering, Palmares, Alajuela, Costa Rica.
Ernesto Raul Cespedes, Electrical Engineering, New Orleans
Gerald Edward Champagne, Mechanical Engineering, New Orleans
Will Gibbons Charbonnet, Civil Engineering, New Orleans.
Tilden Lafayette Childs, III, Electrical Engineering, Fort Worth, Texas.
Cary Stephen Comarda, Mechanical Engineering, New Orleans.
Richard Charles Dusang, Civil Engineering, Chalmette, Louisiana.
Michael Rhett Engler, Civil Engineering, Corpus Christi, Texas.
Lansing Brumley Evans, Electrical Engineering, Katonah, New York.
Edwin Mark Evers, Chemical Engineering, New Orleans.
Carr Lee Fletcher, Mechanical Engineering, Fort Lauderdale, Florida.
Patrick Cook Flower, Civil Engineering, New Orleans.
David Fontaine, III, Chemical Engineering, New Orleans.
Antonio Ernesto Friguls-Casas, Civil Engineering, Rio Piedras, Puerto Rico.
God grant me the serenity to accept the things I cannot change . . .
Courage to change the things I can . . .
And wisdomto know the difference.
Hugh Henry Fuller, III, Mechanical Engineering, Spanish Fort, Alabama.
Daniel Paul Garcia, Electrical Engineering, Chalmette, Louisiana.
Robert M. Greene, Engineering Curriculum, Lincolnwood, Illinois.
Douglas Reid Grogan, Jr., Engineering Curriculum, Irving, Texas.
Gerald William Hanafy, Civil Engineering, New Orleans.
Michael Francis Hein, Civil Engineering, Arabi, Louisiana.
Stephen James Huffman, Civil Engineering (Conferred Posthumously), Kenner, Louisiana.
Robert Lee Hyman, Engineering Curriculum, Mobile, Alabama.
Wayne Daniel Johnston, Electrical Engineering, New Orleans.
Morgan Andrew Jones, Engineering Curriculum, Abilene, Texas.
Steven William Kimble, Engineering Curriculum, Metairie, Louisiana.
"Yea, though I walk through the valley of the shadow of Death,
I will fear no evil; for I am the evilest son of a bitch in the valley." Vietnam, C. 1965
For the Seniors, from an anonymous author:
"Education is what you have left over when you have forgotten everything you have learned." *Bartlett's Familiar Quotations,* 14th Ed. p. 1104 b
Julian Charles Koch, Electrical Engineering, Birmingham, Alabama.

Jimmy Dale Koontz, Engineering Curriculum, Hobbs, New Mexico.

John Walter Krupsky, Electrical Engineering, New Orleans.

Robert Alan Kurlander, Mechanical Engineering, Beachwood, Ohio.

John Peter Laborde, Civil Engineering, New Orleans.

Walter Michael Lamia, Engineering Curriculum, New Orleans.
". . . and so it ends, not with a bang but with a whimper, and a lingering, chaffing doubt—now that it's over, have I got what I came to seek, or has the search taken on new possibilities not considered before, so that it is with reluctance rather than enthusiasm that I must forsake the hunt just when I've gotten a glimpse of the White Rabbit's tail? . . . ."

Thomas Edward Laza, Electrical Engineering, Dayton, Texas.

Steven John Hoa LeBlanc, Civil Engineering, New Orleans.

Daniel Montgomery Lewis, Jr., Engineering Curriculum, New Orleans.
I would like to thank my mother for getting her little son into Tulane and also for loving me so much. Also, I would like to thank Dean Martinez for his kind assistance throughout my four years. If it wasn't for him, I probably would have ended up at L.S.U.N.O. Finally, I would like to thank all the brothers in A.T.O. for four wonderful years.

Theodore William Long, Mechanical Engineering, New Orleans.

Michael Brian Maher, Chemical Engineering, Basking Ridge, New Jersey.

Luis Fernando Maldonado, Mechanical Engineering, New Orleans.

Paul Joseph Mallon, Chemical Engineering, Roselle, New Jersey.

Hugh Provosty Manson, Engineering Curriculum, New Orleans.

Hugh Joseph McClain, Jr., Chemical Engineering, New Orleans.
"Universities become such great storehouses of knowledge because the freshmen enter with so much and the seniors leave with so little."

William Mossman McCray, Electrical Engineering, New Orleans.

John Hilary Morris, Chemical Engineering, Butte, Montana.

John Edward Mueller, Mechanical Engineering, Prairie Village, Kansas.

Joel Hersh Penick, Electrical Engineering, Miami, Florida.
An electrical engineering department, which fails to give its students a clear view of their responsibilities to employers, the environment, and themselves and which fails to instill in its students basic self confidence, does not deserve to be called an electrical engineering school and should be eliminated from the Tulane University system.

David de Jesuś Perez-Arriŧola, Electrical Engineering, Park Side, Puerto Rico.

Leon Ronald Pesses, Electrical Engineering, New Orleans.

Maurice Joseph Picheloup, IV, Mechanical Engineering, Metairie, Louisiana.

George Panagiotis Plakotos, Electrical Engineering, New Orleans.

Thomas Anthony Planchard, Electrical Engineering, New Orleans.

Dudley Cole Richter, Civil Engineering, Miami, Florida.

Dennis Lee Riddle, Mechanical Engineering, Monono, Wisconsin.

Douglas Rufus Robinson, Engineering Curriculum, Houston, Texas.

Roger Weldon Schramm, Engineering Curriculum, Houston, Texas.

Christopher Robert Sheridan, Jr., Civil Engineering, Macon, Georgia.

Ted Stephen Silver, Engineering Curriculum, Miami, Florida.

Thomas Saunders Smith, Electrical Engineering, Houston, Texas.

Carlos Francisco Suarez, Chemical Engineering, Guayaquil, Ecuador.
I believe I have received very much from Tulane in only two years: A B.S. and a wife.

Philip Charles Sutherling, Mechanical Engineering, Norfolk, Virginia.

Steven Richard Szymurski, Mechanical Engineering, New Orleans.

Thomas William Twiford, Jr., Mechanical Engineering, Houston, Texas.
Tulane, home of the Wave, Hullabaloo, Free flick, Jamb, Herbie, Bruff, C. R., Rat, Cafeteria, Scruton, Eddie's, Whopper, Yuk, Mushroom. SDS, DSD (?), Yats, Quarter, Dixie, Newcomb lovelies, and all other pleasantries of N.O. What more could one ask?

Stephen James Walton, Civil Engineering, Metairie, Louisiana.

Victor Martin Walz, Jr., Electrical Engineering, Merritt Island, Florida.

Richard Brooke Wavell, Engineering Curriculum, Winter Park, Florida.

Douglass John Williams, Civil Engineering, Eustis, Florida.
If you don't know how to lose you don't deserve to win.

Jimmy Allen Yarter, Mechanical Engineering, Bellaire, Texas.
An old Indian once said—When a man's heart is on fire, sparks fly out of his mouth—GO TO HELL LSU.

MASTER OF ENGINEERING

Carl Frederick Will, Mechanical Engineering, New Orleans.

MASTER OF OPERATIONS RESEARCH

Dan Spence Grimes, Winchester, Indiana.

Cornelius Cole Holcomb, Jr., New Orleans.

THE GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION

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Michael Henry Barnes, Oklahoma City, Oklahoma.

Stephen Anthony Brinkman, Tyler, Texas.

Jerome Thomas Broussard, St. Martinville, Louisiana.

Glenn Philip Carson, LaJunta, Colorado.

John Martin Caldwell, St. Louis, Missouri.

Charles Burton Clark, Anniston, Alabama.

Louis Holt Cloud, Birmingham, Alabama.

Joseph Christian Conrad, Fairfax, Virginia.

Charles Reems Daul, Convent Station, New Jersey.

Jean-Pierre de Cormis, Paris, france.

Ralph Francis Felder, Beaumont, Texas.

Michael Ferman, St. Louis, Missouri.

Dennis Don Flint, Grand Rapids, Michigan.

John Roderick Flint, Richmond, Virginia.

Merle Freitag, Huron, South Dakota.

George Nunzio Giacoppe, Fitchburg, Massachusetts.

Eugene Albert Grasser, Jr., New Orleans.

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Noel Delmas Gregg, Butler, Tennessee.

Jack Henry Griffith, Jr., San Antonio, Texas.

Dan Spence Grimes, Winchester, Indiana.

Howard Hamilton Hampton, II, Lakewood, Colorado.

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Jeffrey Kent Hartman, Lancaster, Pennsylvania.

George Philip Higdon, Jr., Charleston, South Carolina.

Oliver Armstrong Hord, Jr., Hattiesburg, Mississippi.

John Clinton House, Robersonville, North Carolina.

Leamon Eugene Howell, Live Oak, Florida.

William McCaw Hughes, Jr., Morgantown, West Virginia.

Johnnie Morgan Jackson, Jr., Hampton, Virginia.

Allen Corson Jaggard, Pitman, New Jersey.

James Franklin Jancik, Caldwell, Texas.

Jerry Wayne Johnston, Hopkinsville, Kentucky.

Owen Lambert Jones, Jr., New Orleans.

William Adrian Jones, Los Angeles, California.

Peter David Kanwit, Fairfax, Virginia.

August Leander Keyes, Torrington, Wyoming.

William Leonard Klinkenstein, Miami, Florida.

Edward Murphy Knoff, Jr., Memphis, Tennessee.

Julio Roberto Lago, New Orleans.

Bruce Thomas Lammers, Baxter Springs, Kansas.

Robert Marion Leaman, New Orleans.

Albert Regis Lepage, Auburn, Maine.

Charles Michael Levy, New Orleans.

Leonard Thomas Lilliston, Jr., Onancock, Virginia.

Paul Francis Livaudais, Metairie, Louisiana.

David James Manifold, Leland, Mississippi.

James Paul Martinek, Lyons, Illinois.

Michael Josef Matt, Klagenfurt, Austria.

George Arthur McCammon, Jr., Springfield, Illinois.

Russell Francis Moon, New Orleans.

James Marshal Moorehead, New Orleans.

Gerard Morales, Miami, Florida.

James Francis Mullen, Quincy, Massachusetts.

Nihat A. Ozan, Istanbul, Turkey.

Adelma Lucy Park, Nyack, New York.

Melvin Claude Payne, Jr., Newton, Mississippi.

James Marvin Peeples, Jacksonville, Florida.

Jose Manuel de Olim Perestrelo, Niteroi, Brazil.

Walter Leo Perry, Salem, New Hampshire.

Clement Francis Perschall, Jr., New Orleans.

Nancy Bailey Pinson, Greensboro, North Carolina.

John Leo Rafferty, Scranton, Pennsylvania.

Charles Francis Bradford Reynolds, Fort Smith, Arkansas.

Jackson Stephens Robbins, Birmingham, Alabama.

Charles Howard Roeder, New Ulm, Minnesota.

Jorge Alberto Sarria, Harahan, Louisiana.

Jorge Alberto Sarria, Bogota, Columbia.

Melvin Edward Schick, Jr., Elgin, Illinois.

Richard Lawrence Simmons, Wyoming, Ohio.

Earnest David Simshauser, Slidell, Louisiana.

William Edward Snell, Jr., Vineland, New Jersey.

John Elbert Stack, III, Meridian, Mississippi.

Joanne Ruth Sterbenz, New Orleans.

Dexter Stevens, III, Lancaster, Pennsylvania.

David Cameron Tatom, Dothan, Alabama.
Gerardo ten Brink, Houston, Texas.
Tommy Lee Trumble, III, Lumberton, Mississippi.
Kenard Newton Turpin, III, Miami, Florida.
Donald Hugh Tyler, Watonga, Oklahoma.
Jay Eldon Vaughn, Maryville, Oregon.
Gerald Pinkham Ward, Oil City, Pennsylvania.
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Frederick Alexander Blanche, III, Baton Rouge, Louisiana.
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Jerald Paul Block, Thibodaux, Louisiana.
Alan Bart Bookman, New Orleans.
Gerald Arthur Bosworth, Thibodaux, Louisiana.
Leonard Nicholas Bouzon, Metairie, Louisiana.
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Edward Joseph Castaing, Jr., New Orleans.
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Rutledge Carter Clement, Jr., Danville, Virginia.
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David Alfred Combe, New Orleans.
Michael Duson Cossey, New Orleans.
Ronald David Cox, Napoleonville, Louisiana.
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Peter Everett, IV, New Orleans.
James Panfield Farwell, New Orleans.
Grey Flowers Ferris, Vicksburg, Mississippi.
Michael Kevin Fitzpatrick, New Orleans.
Rueben Isidore Friedman, New Orleans.
Anita Hamann Ganucheau, New Orleans.
David Norman Gillis, Fayette, Mississippi.
Edith Rhodes Gomes, New Orleans.
Joseph Bailey Grant, Monroe, Louisiana.
Robert Morris Green, New Orleans.
John Clifford Grout, Jr., New Orleans.
Charles Carr Grubb, Metairie, Louisiana.
Charles Byron Hahn, Jr., North Augusta, South Carolina.
Harry Simms Hardin, III, New Orleans.
Benjamin Franklin Hatfield, Indianapolis, Indiana.
James Alison Hayes, Lafayette, Louisiana.
Robert Matlock Hearing, Jr., Jackson, Mississippi.
Joseph Harrison Henderson, III, Alexandria, Louisiana.
John Sharp Holmes, Jr., Yazoo City, Mississippi.
Michael Lawrence Hughes, Grand Island, Florida.
Henry Joseph Jumonville, III, New Orleans.
James George Kambur, New Orleans.
Peter Crump Keenan, New Orleans.
David Arthur Kerstein, Eunice, Louisiana.
Harold Beryl Kushner, Montgomery, Alabama.
John Luther Landrem, Jr., Shreveport, Louisiana.
Charles Eustace Leche, New Orleans.
Robert Allen Lee, Metairie, Louisiana.
Sergio Alfredo Leiseca, Jr., Bethesda, Maryland
Joel Phillip Loeffelholz, New Orleans.
Geoffrey Herr Longenecker, New Orleans.
Robert Murray Mahony, Chappaqua, New York.
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David Anthony Marcello, Thibodaux, Louisiana.
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Louis Herman Marrero, IV, New Orleans.
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Lyle Franklin Parratt, Jr., Metairie, Louisiana.
Lyle Robert Philipson, New Orleans.
Donald Joseph Pickney, New Orleans.
Johnny Afton Poindexter, Houston, Texas.
Ronald Gordon Poquette, Eau Claire, Wisconsin.
Lionel Franklin Price, Slidell, Louisiana.
Wallace Clarke Quinn, New Orleans.
Clayton Gethin Ramsey, Monticello, Georgia.
Tulane? . . . . *Caveat emptor.*
Abbott Jay Reeves, Providence, Rhode Island.
Margaret Maraist Ritchey, Morgan City, Louisiana.
James Henry Ross, Jr., Burlington, North Carolina.
Edwin Otto Schlesinger, New Orleans.
John Garic Schoen, Jr., New Orleans.
Philipp Albert Seelig, New Orleans.
Stephen Bennett Sharber, Mayfield, Kentucky.
Patrick Roy Sheldon, Huntsville, Alabama.
Donald Alan Shindler, New Orleans.
Irving Bernard Shnaider, New Orleans.
Stephen Gerard Sklamba, Metairie, Louisiana.
Diane Wilp Spies, Mandeville, Louisiana.



John Stephen Steiner, University City, Missouri.
Helen Ludeweka Sullivan, Shreveport, Louisiana.
Judy Nicholas Tabb, New Orleans.
Walter Chillingworth Thompson, Jr., Harahan, Louisiana.
Max N. Tobias, Jr., New Orleans.
Louis Bartholomew Trenchard, III, New Orleans.
Robert Collins Vallee, New Orleans.
Jeffrey Paul Victory, Shreveport, Louisiana.
Ralph Shirley Whalen, Jr., Lake Charles, Louisiana.
James Logan Wheeler, New Orleans.
William Hobart White, Jr., Terre Haute, Indiana.
John Courtney Wilson, Metairie, Louisiana.
Michael Philip Wolfson, New Orleans.

MASTER OF CIVIL LAW

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Sanguan Lewmanomont, Bangkok, Thailand.
Francoise Peccoud, Chambery, France.
Henricus Johannes Maria van Bronkhurst, Nijmegen, The Netherlands.

SCHOOL OF MEDICINE

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Richard Thomas Anderson, New Orleans.
Thomas Brandt Anderson, Moorhead, Minnesota.
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Robert Joseph Kaminski, Lafayette, Louisiana.
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Douglass Mann Landwehr, New Orleans.
Robert Alan Lipson, North Miami Beach, Florida.
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Hendrick Jackson Arnold, III, Arkadelphia, Arkansas.
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Stephen Phillips Binns, Sarasota, Florida.
Jerome Scott Blackman, Roslyn, New York.
Phyllis Suzanne Wiggers Blackwell, Dubach, Louisiana.
Steven Jeffrey Blackwell, New York, New York.
David Warren Bonham, Enid, Oklahoma.
James Stewart Bonnet, Jr., Lafayette, Louisiana.
Archie Watt Brown, Jr., Morgantown, North Carolina.
Sherman Ira Brown, Van Nuys, California.
George Evans Burgess, III, New Orleans.
Harry Joseph Cazzola, Albuquerque, New Mexico.
Joseph Alan Chipella, Chico, California.
George Jenhua Chu, Hong Kong.
Dellie Howard Clark, Jr., Rosefield, Louisiana.
Stephen Riley Cochran, Tulsa, Oklahoma.
Gloria Battle Coker, Metairie, Louisiana.
Kenneth Lee Combs, Lexington, Kentucky.
John Charles Curtiss, Port Arthur, Texas.
Gary Jude Danos, Metairie, Louisiana.
Rise Delmar, New York, New York.
Dalton Evan Diamond, Sardis, Mississippi.
Jon Hope Edwards, San Angelo, Texas.
David Martin Elwonger, Victoria, Texas. Today is the first day of the rest of my life.
Gary Robert Epler, Bozeman, Montana.
Reavis Thayer Eubanks, Baton Rouge, Louisiana.
Richard Arthur Evans, Houston, Texas.
Michael Charles Finn, Washington, District of Columbia.
Jack Fleet, Jacksonville, Florida.
Barry Dean Frame, Nashville, Tennessee.
Jan Marshall Friedman, Alton, Illinois.
Marc Phillip Friedman, Metairie, Louisiana.
Gail Marie Fuller, Salem, Oregon.
Lawrence Jay Galinkin, Flushing, New York.
Michael Lawrence Galligan, Canton, Minnesota.
Peter Michael Goldman, West Orange, New Jersey.
Miles Jay Graber, New York, New York.
Sandra Shroder Graber, New Orleans.
Jay Frederick Grimaldi, Citrus Heights, California.
Charles George Haddad, Metairie, Louisiana.
Richard Allen Hall, Jeffersonville, Illinois.
Charles Robinson Hanes, III, Mobile, Alabama.
George Marion Harris, Jr., Laurel, Mississippi.
William Wallace Helvie, Caracas, Venezuela.
Jeremiah Henry Holleman, Jr., Columbus, Mississippi.
James David Hooker, Hobbs, New Mexico.
Randolph Michael Howes, Ponchatoula, Louisiana.
Walter Simeon James, III, Moultrie, Georgia.
John Blassingame Johnston, St. George, South Carolina.
John Marcus Jones, Houston, Texas.
Gerald Feitel Joseph, Jr., Baton Rouge, Louisiana.
Alan Scott Kellermann, New Orleans.
James Driscoll Knoepp, Alexandria, Louisiana.
Conrad Krebs, Albuquerque, New Mexico.
Iris Marie Krupp, New Orleans.
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Daonald Nathan Novick, Akron, Ohio.
Raymond Latanae Parker, Jr., Miami, Florida. I would like to thank all those who have helped me during these past four years, especially my close friends. I hope now that from this the beginning of my medical career to the end I will remain dedicated to the betterment of my fellow man.
Michael Joseph Raybeck, Danbury, Connecticut.
John Edward Rea, III, Norman, Oklahoma.
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Thaddeus Lamar Teaford, Americus, Georgia. "Coo Coo and Twitty" April 17, 1971; A Fantastic Happening and the Beginning of a Wonderful Experience.
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Paul Andrew Tibbits, New Orleans.
Awaken early,
To lengthen life's day.
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The greatest total experience in graduate school has been the complete manifestation of man's humanity toward man, rather than his inhumanity, in contrasting the dilemmas of last spring's intellectual storm with the respect of this spring's purposeful serenity.
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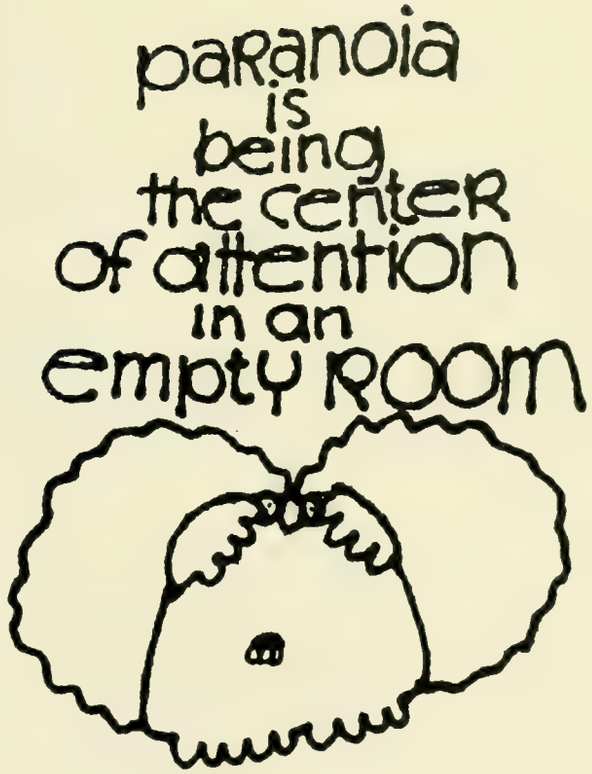
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The Gumbo—

"A Dead Nude Isn't So Bad . . ."

This year, when they uncrated the 1971 *Gumbo* there was something different about its 520 pages—from its surrealistic cover of red, white and blue through its pages of flashy colors and irreverent text—nude pictures had been used for the first time.

Appearance of the book set students abuzz and prompted Baton Rouge State Rep. Irving "Bo" Boudreaux to blast the book as containing "the nastiest pictures he'd ever seen."

He won House approval of a bill expressing legislative disapproval of the annual's editorial policy, reducing state funding of the publication, and calling for appointment of an advisory council to oversee publication of the book, a step already taken by LSU . . .

"I just think those kids need better supervision to produce a better book next year," said Boudreaux.

—Charles Zewe
The States-Item
May 28, 1971

A resolution by Sen. Ted Hickey of New Orleans banning nudes in Louisiana colleges and universities was refused a vote and sent to committee by a 23-5 vote of the Senate last week and died there when the Senate adjourned Tuesday.

The resolution would have directed the LSU Board of Supervisors and the State Board of Education "to take all necessary measures within their authority . . . to prohibit any and all persons from appearing nude in any classroom, studio, theater, auditorium or public place on the campus of a university or college under the administration of said boards, and to take all lawful measures to enforce such prohibition."

Objecting to a "revelation of complete nudity of the human body at a state-supported university," Hickey said allowing nudes in educational classes is "immoral if nothing else."

"The police in New Orleans are raiding Bourbon Street places nightly for the same purposes. An educational system does no good that requires nudes in the classes,"





Hickey said.

Lt. Gov. C. C. Aycock, President of the Senate, asked Hickey if the resolution applied to medical schools. Hickey replied, "A dead nude isn't so bad. It's a live one that causes temptations."

Sen. J. D. DeBlieux of Baton Rouge led the fight to send the resolution to committee and told Hickey, "If they appeared in the classes for the same reason they do on Bourbon Street, I would agree with you. No one believes in morality more than I do."

Sen. Jules Mollere of Metairie asked Hickey, "What about Michelangelo?" and reminded him of the murals showing nudes which are displayed on the walls of the foyer of the Capitol. Hickey replied they were made of "stone and granite."



—Freda Yarbrough
The Summer Reveille,
June 10, 1971





But, who was Pauline Tulane?





JAMBALAYA 1971

EDITOR

MATT ANDERSON

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MATT ANDERSON/ cover, 4-5, 6, 7, 10-13, 14-17, 18, 20-21, (bottom), 22-23, 24 (top & bottom), 25, 26, 27 (bottom), 28 (right), 29, 30, 34, 35, 40-43, 44-45, 46, 51, 55, 57, 60-61. FARRELL HOCKEMEIRE/ 8-9, 31, 37, 39, AARON NAVAH/ 32. MIKE SMITH/ 3, 8-9 (inserts), 20-21 (top), 24 (middle), 28 (left), 62-63, 64.



